2019

Institutional
Self Evaluation
Report

SIERRA
COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Sierra Joint Community College District
5100 Sierra College Blvd.
Rocklin, CA 95677

to

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

August 2019

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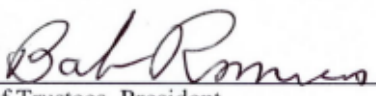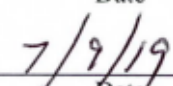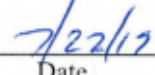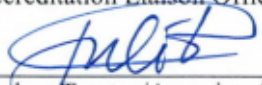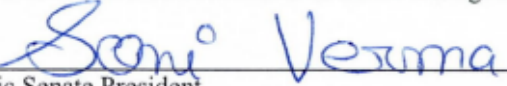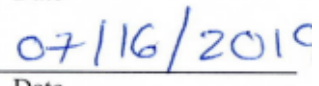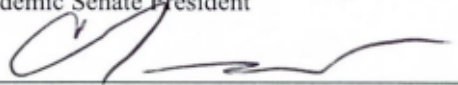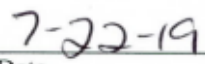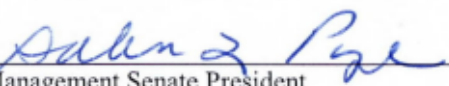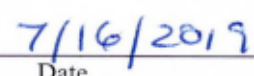
To: Accrediting Commission for Community and Junior Colleges
        Western Association of Schools and Colleges

From: William H. Duncan, IV
        Sierra Joint Community College District
        5100 Sierra College Blvd.
        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 effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

_____   _____
CEO   Date

_____   _____
Board of Trustees, President   Date

_____   _____
Accreditation Liaison Officer   Date

_____   _____
Student Trustee/Associated Students of Sierra College President   Date

_____   _____
Academic Senate President   Date

_____   _____
Classified Senate President   Date

_____   _____
Management Senate President   Date

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2019

College Information

SIERRA
COLLEGE

HISTORY OF SIERRA COLLEGE – PAST & PRESENT

The true beginning of Sierra Joint Community College District (Sierra College) is not well-documented although it is believed it began as a private college circa 1882, known as "Sierra Normal College and Business Institute." The story continues that Placer High School District purchased the College's land, developed a high school on the site—what is still Placer High School, and continued to offer classes on the site. The College was abandoned largely due to enrollment losses caused by World War I. Placer Junior College was formally reestablished in 1936—the commonly accepted founding year for Sierra College:

> In April of the present year Dr. John Napier, principal-elect of the Placer Union High School broached the idea of a revival or re-establishment of the defunct junior college department to the Board of Trustees. The suggestion was received with enthusiasm and great community interest was manifested in the project. A committee representing the Board and the community appeared before the State Board of Education to ask that body for permission to re-establish the Placer Junior College. The State Board referred the matter back to the State Department of Education for recommendation. After study and investigation aided by a junior college survey made by Dr. Napier, the State Department recommended that permission be given by the State Board of Education for a junior college to be established as part of the Placer Union High School, which permission was granted by the State Board July 7, 1936.

As with other colleges, enrollment at the College increased dramatically after World War II and the introduction of the GI (Government Issue) Bill. In response, voters established a separate college district and Placer Junior College became Sierra College. In order to meet growing student demand, the district selected a new site in Rocklin and opened at its current location in 1961. The district grew in 1962 by adding Nevada County to its service area. In order to better meet the needs of Nevada County the district opened the Nevada County Campus in Grass Valley in 1996. Sierra College classes were offered at Truckee High School and North Tahoe High since the early 1970s. Additional office space was added in 1997 at Martis Village. In 2003, classes were discontinued at the high schools and space was condensed into the Pioneer Commerce Center. In order to meet growing demand for college coursework in eastern Placer County, voters passed Measure H, which, in conjunction with a partnership with the Truckee Donner Land Trust, allowed Sierra College to purchase land on McGyver Hill and construct a Gold LEED-certified building, which opened in 2008.

An additional location was put into service in 1998 as the Roseville Gateway Center, formerly the Sutter Roseville Hospital. The previous hospital format of the building was useful for new health sciences programs, including the Nursing Program, an EMT program, other safety and first aid services, and community education courses. In 2014, the Nursing Program was relocated to the main campus in Rocklin. In 2017, the remaining programs were moved to a new building in Roseville, the Roseville Center.

The four locations that comprise Sierra College are positioned to serve the residents of five counties—Placer and Nevada Counties in their entirety and portions of El Dorado, Sacramento,

and Yuba Counties—and their neighboring regions. Although each campus has its own culture and offerings, placement of each site is intended to address the needs of students from high density urban regions, suburban population centers and small, mountain communities.

	Address	Telephone	Site Size
Rocklin (Main) Campus	5100 Sierra College Blvd. Rocklin, CA 95677	(916) 624-3333	240 Acres
Nevada County Campus	250 Sierra College Dr. Grass Valley, CA 95945	(530) 274-5303	105 Acres
Roseville Center	316 Vernon St. Roseville, CA 95661	(916) 781-6204	21,826 Square Feet
Tahoe Truckee Campus	11001 College Trail Truckee, CA 96161	(530) 550-2225	40 Acres

Since the last Institutional Self-Evaluation Report and site visit, Sierra College has engaged in significant dialogue around student success and student equity. That dialogue led to the realization that Sierra College, while above average in many established metrics, was not as successful at meeting our mission as we believed. In 2015, President Duncan established a presidential taskforce, later branded "Reengineering Sierra College for Student Success" (R4S) to address both equity gaps and the achievement improvement of all students. In the spring of 2016, R4S adopted a problem statement to focus its work: "Students at Sierra College are not reaching their educational goals in a timely manner, or at all." The R4S Taskforce recommended the College implement a guided pathways framework, including meta-majors (called interest areas at Sierra), clear pathways for all awards, and the "de-siloing" of Instruction and Student Services functions. Other recommendations stemming from the R4S Taskforce's work, such as revising our governance structure, implementing scheduling software, and implementing student support teams to case-manage students by interest area are still ongoing and part of the work the College is doing today. While the R4S taskforce did factor in student equity, in 2018 President Duncan, in alignment with the California Community College Chancellor's Office, called for closing student equity gaps by 40 percent by 2022 and fully closing them by 2027. This renewed effort to close achievement gaps has launched several new initiatives and a new taskforce, the President's Equity Advisory Committee (PEAC).

Accreditation Status
Sierra College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. Additionally, the Nursing Program is accredited by the California Board of Nursing and the Fire Academy is accredited by the California State Fire Marshall and State Board of Fire Services.

Sierra College Geographic Area
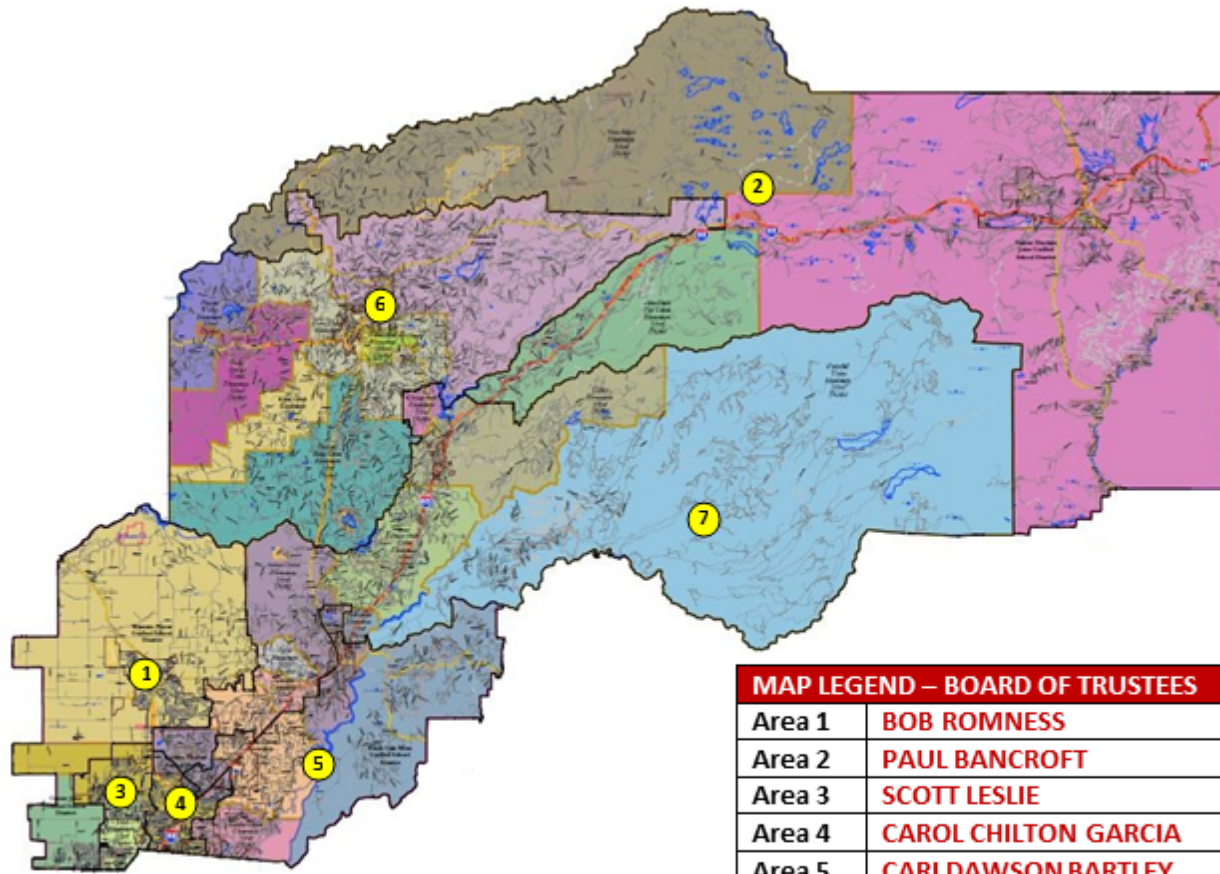
Sierra College Demographics, Trends, and Areas for Improvement
In the fall 2018 semester, the District enrolled 18,819, but that represents a decline from its historic high of 21,083 during the Fall 2009 Semester. While Sierra College's enrollment declined after the "Great Recession," as shown below it has been relatively stable over the past five years.

Enrollment Trends Fall Semesters 2014-2018

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Headcount	18,823	18,473	18,147	18,670	18,819
Enrollments	54,931	53,626	52,468	52,403	52,505
FTES	6855.4	6705.7	6604.7	6639.8	6716.6

According to the Office of Planning, Research, and Resource Development, students are mainly residents of Placer, Sacramento, and Nevada Counties, and less so from El Dorado, Yuba, and other areas.

Student Headcount by Residence, Fall 2018
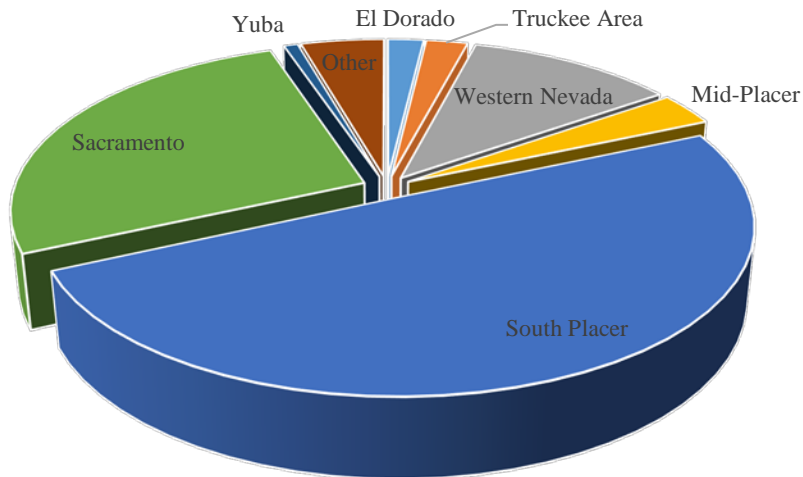
Student Headcount by Residence, Fall 2018

County	Area	# Students	% of District	Enrollment	% of District
El Dorado	El Dorado	360		1,007	
Total - El Dorado County		360	1.91%	1,007	1.92%
Nevada	Truckee Area	419		839	
	Western Nevada	2,102		5,403	
Total - Nevada County		2,521	13.40%	6,242	11.89%
Placer	Mid-Placer	601		1,546	
	South Placer	9,381		26,625	
Total - Placer County		9,982	53.04%	28,171	53.65%
Sacramento	Sacramento	5,006		14,217	
Total - Sacramento County		4,975	26.44%	14,217	27.08%
Yuba	Yuba	140		391	
Total - Yuba County		140	0.74%	391	0.74%
Out of State/Other Communities		841	4.47%	2,477	4.72%
District Total		18,819		52,505	

Since the majority of students come from Placer, Nevada, and Sacramento Counties, it is not surprising that the racial/ethnic make-up of Sierra College appears to be an amalgam of the populations of these three counties. While Sierra College is less diverse than Sacramento County, it is significantly more diverse than Placer or Nevada Counties. The NCC and Tahoe-

Truckee campuses are more representative of their counties, as they both tend to draw more locally than the main campus.

Sierra College and Primary Counties Comparison

	Placer County	Nevada County	Sacramento County	Sierra College
Hispanic or Latino	13.6%	9.2%	22.8%	25.8%
White	73.8%	85.4%	45.7%	56.8%
Black/African-American	1.4%	0.5%	9.5%	2.8%
American Indian/AK Native	0.3%	0.7%	0.4%	0.5%
Asian	6.8%	1.1%	15.1%	6.8%
Pacific Islander	0.1%	0.1%	1.1%	0.4%
Multi-Ethnic/Racial	3.7%	2.8%	5.0%	6.0%
Other	0.1%	0.2%	0.4%	1.0%

Sources: American Community Survey 2017, CCCCO Data Mart, 2017-18 Annual Headcount

The largest population of students attending from high school are entering from local districts listed below.

Sierra College Fall 2017 Top 10 Feeder High School District Headcounts

Roseville Joint Union High	3186
Placer Union High	2010
San Juan Unified	1618
Rocklin Unified	1615
Nevada Joint Union High	1245
Western Placer Unified	781
Twin Rivers Unified	396
Folsom-Cordova Unified	292
Center Joint Unified	278
El Dorado Union High	251

Sierra College is more racially/ethnically diverse than reported in the previous ISER. In 2019, Sierra College applied for official recognition as a Hispanic Serving Institution (HSI) and is exploring options for grant funding related to its HSI status. As part of its commitment to increasing access and student success for historically underrepresented students and other disparately impacted groups, Sierra College is working to implement programs and services to support students, such as our relatively new RISE program.

While Sierra College roughly models its primary service area, its student body is more likely to be female (55%) than its service area. Sierra College students are less likely to be Veterans (3.3%) than the general population (7.2%) and are less likely to have a disability (8%).

	Median Household Income	Unemployment	Veteran Status	Disability
Placer County	$80,488	3.8%	27,062	13.2%
Nevada County	$60,610	4.1%	8,585	17.6%
Sacramento County	$60,239	4.4%	81,541	15.3%

Sources: CA Employment Development Department, American Community Survey 2017

According to Data USA, a nationwide data clearinghouse, there are a number of commonalities in Sierra College's service area in terms of employment opportunities. There are also a few differences based mostly on the needs of urban centers and expansive counties with large areas of rural homesteads, ranches, and national forest land.

	Female	Male	High School Graduate	Post-Secondary Education	Bachelor's Degree or higher
Placer County	51.20%	48.80%	94.50%	75.40%	37.50%
Nevada County	50.70%	49.30%	93.50%	75.10%	35.80%
Sacramento County	51.10%	48.90%	87.00%	64.40%	29.90%

Sources: American Community Survey 2017

The most common occupations held in all five counties are typically in the healthcare, management, business, science, arts, sales, and service industries. Jobs are also frequently held in education and retail trades. Nevada County has had a growing construction and real estate industry, providing many employment opportunities in these specialized trades. Sacramento County has many occupational prospects in public administration, as it is the state capitol and the hub of political activity in the state. Other specialized occupations common throughout the region include law and legal careers, architecture, engineering, computer and technology, firefighting, and utility workers.

Enrollment Trends and Demographics

Unduplicated Headcount						
Campus	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Distance Learning	3,771	4,270	4,809	5,108	5,746	6,075
Nevada County Campus	2,126	1,919	1,816	1613	1,596	1,496
Rocklin Campus	14,269	14,622	14,271	14,243	14,522	14,668
Roseville Centers	1,889	895	715	572	533	604
Tahoe-Truckee Campus	509	528	451	393	376	357
Total	18,578	18,823	18,473	18,147	18,670	18,819

Unduplicated Headcount by Campus
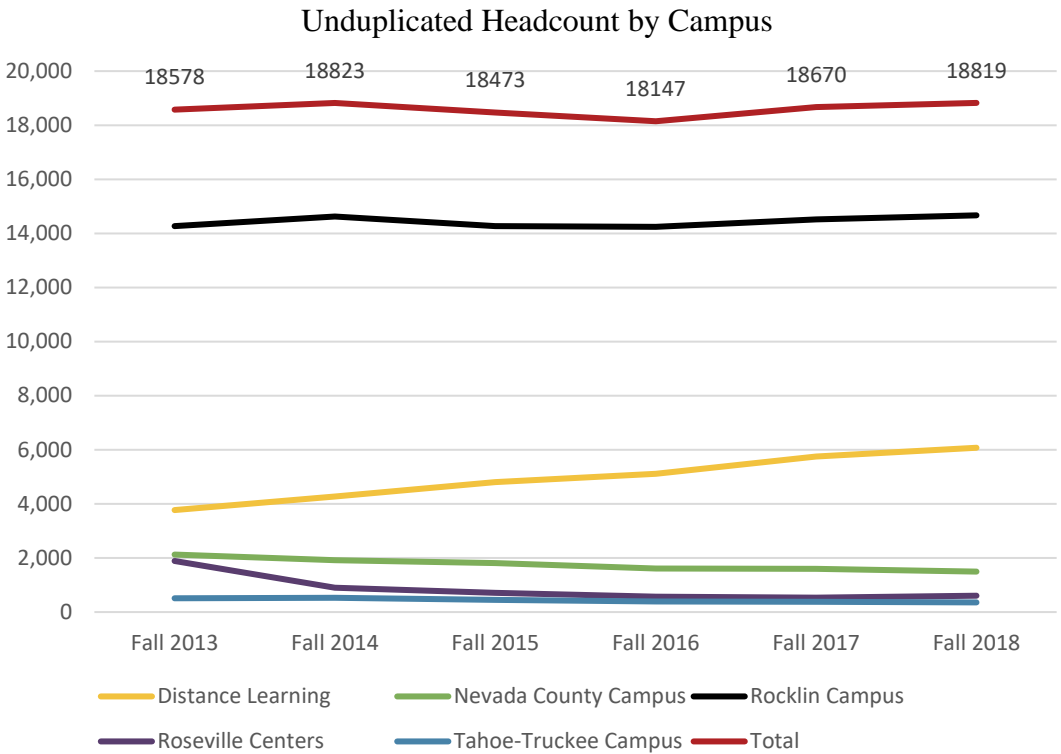
While enrollment at Sierra College is down since its peak in 2009, it has been relatively stable since the last Institutional Self-Evaluation Report and site visit. However, the Nevada County Campus, and Tahoe-Truckee Campus have seen enrollment declines of thirty percent. The Roseville Center, formerly housed at the Roseville Gateway Center, has seen an enrollment decline of 68 percent, which is largely attributable to moving the Nursing program to the Rocklin campus and decreasing the number of sections of general education offered on that site. Notably, during the same time period, distance learning headcount increased by 61 percent despite Sierra College discontinuing its Instructional Television service. Despite headcount remaining relatively stable, Sierra College has seen a modest 2.1 percent decline in Full-time Equivalent Students (FTES). The decline in FTES are partially attributable to a decline in the number of full-time students, however that trend appears to be reversing as of Fall 2018. Nevertheless, a significant number of Sierra College students attend part-time and Sierra College is engaged in efforts to increase the number of students who attend full-time and complete important momentum points.

Student Achievement and Institution Set Standards
While Sierra College has a strong history of using Strategic Planning Metrics to assess its progress in meeting institutional goals, Sierra College has moved to focusing more specifically on a set of narrower, key performance indicators that are more strictly focused on student progress and achievement (I1, I2, I3, I4, I5). Importantly, these narrower planning metrics are specifically disaggregated by different demographic categories that allow Sierra College staff to have informed dialogue about what is happening to our students. In addition, Sierra College makes FERPA compliant data available to the public through its "Equity Dashboard" (I6, I7).

This dashboard allows employees, students, and the community to explore the success of students from different demographic groups, as well as get a general sense of the efficacy of programs designed to support those students. Internally, academic programs also have access to a Department Statistical Report (DSR), which gives faculty, staff, and managers a common set of metrics by which to assess a department's health and the success of the students within that department (I8). The DSR is updated on an annual basis and posted to inside.sierra. The data in the DSR is a critical component of several processes on campus, such as program review and the faculty prioritization process.

The College's goals and institution set standards are integrated into our institutional planning and discussed at various governance groups, such as the Board of Trustees, Strategic Council, and Academic Senate, among others (I9, I10, I11). Discussion of these metrics, and others associated with improving student equity, have led to changes on campus as outlined earlier in the introduction. Specifically, conversations around unit completion and waitlists led to scheduling a business process analysis (BPA), which is explored further in Standard IIA6. Discussions during that analysis led to a second business process analysis around curriculum development and the purchase of Ad Astra scheduling software, also discussed in IIA6. In 2015, discussions surrounding student achievement data led to the creation of a new college division, the hiring of Dean of Student Equity, and the creation of several new programs, such as RISE and multiple, integrated Student Engagement Centers. Sierra College is continuing to use this type of data to engage in constructive conversations around student success, achievement, and equity.

Although it is not specifically listed in the goals table below, Sierra College engages in significant conversations regarding transfer. Sierra College has a goal of increasing the number of students who transfer within three years by 35 percent. Given a long enough timeframe, roughly 20 percent of Sierra College students transfer. The associated goal is designed to both be in alignment with the CCCCO Vision for Success and improve the timeliness with which students transfer.

Institutional Effectiveness Efforts
As noted elsewhere in the introduction and throughout the Institutional Self-Evaluation Report, Sierra College is engaged in multiple efforts to improve student success. Several of the efforts relate directly to the Standards and are noted here for clarity. As discussed in Standards IA3 and IIA6, Sierra College students are not graduating in a timely manner. In part, this is the result of scheduling problems, which have been identified. While Sierra College is consistent with "established expectations in higher education," there is not satisfaction with the extant processes and so the College has invested heavily in changing how classes are scheduled and the process by which curriculum is developed. Although student learning assessments have been embedded in multiple processes, such as program review and departmental planning, as discussed in Standard IIA, there is still exploration of new options for tracking learning assessments. Finally, Sierra College is undergoing a reexamination of its governance structures, roles, and responsibilities. As will be discussed in Standard IVA5, the College is in early stages of redesigning our governance structures to ensure "appropriate consideration of relevant perspectives," while ensuring "timely action on institutional plans."

Institution Set Standards and Goals

Element	Definition			Year or Cohort		
		Std.	Goal	17/18	16/17	15/16
Course Success	Passing Grade of Those Enrolled at Census	73%	**	73.89%	73.78%	74.01%
English 1A Completion	Percentage of cohort who pass English 1A within their first year (3 terms)	**	65%	27.55%	27.83%	24.76%
College Math Completion	Percentage of cohort who pass college-level or transfer-level math within their first year (3 terms)	**	50%	22.42%	21.94%	20.52%
30 Unit Completion	Percentage of cohort that completes 30 Units by their second year (6 terms)	**	35%	8.27%	7.29%	5.81%
Certificates	Number of certificates awarded during the academic year	450	**	519	467	437
Degrees	Number of degrees awarded during the academic year	2000	**	2607	2728	2858
Degree or Certificate Awarded	Increase the number of students receiving a degree or certificate by 25% per year compared to the 2016-17 academic year	**	25% OR 2,730	2299	2183	2198

Institution Set Standard and Goals

Licensure Examination Pass Rate		Std.	Goal	2017/18	2016/17	2015/16
Nursing	Percentage of those who attempted the NCLEX as reported by the CA State Board of Nursing	95%	**	97.30%	100%	96.88%

Employment Rates for CTE Student	Employment % as reported by the CCCCO for Perkins IV Core Ind.	%	%	2017 (%)	2016 (%)	2015 (%)
Agriculture Technology		50.00	76.00	87.50	58.33	83.33
Business and Commerce General		50.00	76.00	71.43	86.67	90.91
Accounting		50.00	76.00	76.27	78.15	71.68
Business Administration		50.00	76.00	79.66	84.26	81.82
Business Management		50.00	76.00	70.59	63.64	80.77
Computer Information Systems		50.00	76.00	75.00	100.00	80.00
Computer Software Development		50.00	76.00	78.57	69.05	65.38
Computer Infrastructure and Support		50.00	76.00	86.96	85.19	81.82
Physical Education		50.00	76.00	63.64	82.35	70.59
Electronics and Electric Technology		50.00	76.00	81.40	82.46	71.21
Environmental Control Technology (HVAC)		50.00	76.00	71.43	64.71	50.00
Automotive Technology		50.00	76.00	93.33	100.00	78.57
Drafting Technology		50.00	76.00	67.65	85.71	74.29
Manufacturing & Industrial Technology		50.00	76.00	73.91	75.00	77.27
Applied Photography		50.00	76.00	56.25	61.90	68.42
Graphic Art and Design		50.00	76.00	65.00	71.05	68.57
Nursing		50.00	76.00	94.12	100.00	85.29
Emergency Medical Services		50.00	76.00	100.00	100.00	
Fashion		50.00	76.00	75.00	90.00	
Child Development/Early Care Education		50.00	76.00	75.41	76.64	80.95
Administration of Justice		50.00	76.00	78.72	77.50	80.00
Fire Technology		50.00	76.00	89.29	96.83	100.00

Organization of the Self-Evaluation Process

After the last ISER and site visit were completed in 2013, the College created two new positions to help respond to the recommendations and keep accreditation at the forefront of college discussionions and planning. The two faculty "Deputy Accreditation Liaison Officers" (ALOs) were directly involved in helping the College establish a more rigorous culture of assessment, respond to annual and mid-term reports, and ensure the college community was informed of best practices of institutional effectiveness. In 2017, the Vice President of Instruction and ALO retired suddenly. In order to maintain consistency, the Dean of Planning, Research, and Resource Development was appointed ALO and worked with the Deputy ALOs and Interim Vice President of Instruction to outline a plan for writing, reviewing, and approving the ISER, as well as ensuring college awareness of the accreditation process (I12).

This plan was presented to participatory governance and adopted in April 2017 (I13). The initial team developed a steering committee that included the four Vice Presidents, employee Senate Presidents, and writing team leads. The writing team leads were selected based on subject matter expertise. The Associated Students of Sierra College President/Student Trustee was invited to participate, but neither Trustee in office during the writing was able to participate. The ASSC received regular reports, were invited to provide feedback on drafts, and the ASSC was invited to have representatives on the Standard IV writing team (I14). The writing teams were selected by the Writing Team leads based on expertise, such as the Articulation Officer, or based on interest, as solicited by the Academic Senate. Once selected, the writing teams were given a training on the Standards, writing the ISER, and an introduction the Appreciative Inquiry Framework (I15, I16, I17, I18, I19).

The writing teams were asked to conduct a preliminary review of the Standards and identify any areas for work that may function as Quality Focus Essay topics. Several topics were identified and the Steering Committee selected: "Implement a professional development program that increases the effectiveness of faculty in order to equitize student achievement and build competencies related to meaningful assessment" (I20, I21).

In order to solicit additional feedback, the Steering Committee held several open forums (I22, I23, I24). Per the developed schedule, the writing teams worked in stages and in the following order: Standard I, Standard III, Standard IV, and Standard II. As they were completed, the writing teams presented drafts of their work to participatory governance bodies who reviewed their work for integrity and completeness. Any feedback received was reviewed and, where necessary, incorporated into the draft documents. The Quality Focus Essay followed a slightly different schedule and was written by the Chairs of the Educational Effectiveness Committee and Educational Director for Planning and Organizational Development. The College used a "One Voice Editor" to help combine the Standards and QFE drafts into a single, cohesive document.

In April 2019, a "90% Draft" was submitted to the four Senates for final review. The "90% Draft" was adopted by the Sierra College Strategic Council on May 10, 2019. The final version of the ISER was submitted to the Board of Trustees for first review on June 11, 2019 and accepted for submission on July 9, 2019.

Organizational Information

Below is a link to a PDF version of the Sierra College organizational charts. Where appropriate, hyperlinks are embedded within the document to ease navigation. For instance, clicking on the Vice President of Student Services area will take the reader to the appropriate page within the document.

SUPERINTENDENT/ PRESIDENT'S OFFICE

BOARD OF TRUSTEES

*W. DUNCAN, SUPERINTENDENT/PRESIDENT

*MGR, MARKETING / PUBLIC RELATIONS VACANT (MICHAELS)

*INTERIM DEAN KINESIOLOGY / ATHLETIC DIRECTOR R. JOHNSON (ATHLETICS)

SIERRA COLLEGE FOUNDATION

CONFIDENTIAL EXECUTIVE ASSISTANT PRESIDENT'S OFFICE J. BISCHOFF L. DONAHUE

VACANT (TEMP) (CARROLL) ADMINISTRATIVE ASSISTANT PRESIDENT'S OFFICE

*R. BOCCHICCHIO, VICE PRESIDENT INSTRUCTION

*M. DAVIES, VICE PRESIDENT STUDENT SERVICES

*E. SKINNER, VICE PRESIDENT ADMINISTRATIVE SERVICES

*R DAVIS, VICE PRESIDENT, HUMAN RESOURCES/ CHIEF NEGOTIATOR

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

Board Approved
June 11, 2019

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Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
Sierra 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.

Eligibility Requirement 2: Operational Status
Sierra College is currently operational and serves approximately 25,000 students annually. During the 2017-18 academic year, Sierra College awarded 3,295 degrees or certificates, according to the California Community College Chancellor's Office Datamart, which encompasses nearly 2,000 students (I25, I26, I1).

Eligibility Requirement 3: Degrees
Sierra College currently offers 95 degrees and 78 certificates in 50 different educational areas. 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. As described in the Catalog, a majority of Sierra College's course offerings are in programs that lead to degrees or certificates (2018-19 Catalog).

Eligibility Requirement 4: Chief Executive Officer
As outlined in Board Policy 2430, Sierra College has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The responsibilities, succession, and relationship of the Chief Executive Officer to the Board of Trustees are outlined in Board Policies 2431-2435 and Administrative Procedure 2435. The current Superintendent/President, Mr. William "Willy" Duncan IV, was selected in May 2011 and began employment in July 2011 (I27, I28, I29, I30, I31).

Eligibility Requirement 5: Financial Accountability
Sierra College publishes financial documents on its website, including the results of annual audit reports. The Board of Trustees is regularly informed of the budget and the results of the annual audit are presented during regular, open sessions of those meetings. In addition, the Board of Trustees maintains an Audit Committee to review the audit and recommendations (I32, I33, I34, I35, I36). Sierra College maintains compliance with Title IV regulations and regularly tracks student default rates.

Certification of Continued Institutional Compliance with Commission Policies

Sierra College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Sierra College advertised the external site visit on its website, through Board of Trustee meetings, and the announcement of open forums during the Institutional Self-Evaluation Report writing process and during the team visit in October, 2019 (I22, I23, I37).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).
Sierra College regularly assesses its progress in achieving its mission through regular use of student achievement data. This is discussed further in the Introduction, Standard IA2, Standard IB3, and Standard IB4.

Credits, Program Length, and Tuition
Sierra College describes its programs in a manner that is consistent with the practices in higher education (I38, I40). The Instruction Office is responsible for verifying the appropriate assignment of credit hours following the CCCCO Student Attendance Accounting Manual rules. Program length and tuition are described in the College Catalog and website (2018-19 Catalog, I40). Sierra College compliance with these policies and regulations are further described in Standard IIA5, Standard IIA9, and Standard IC6.

Transfer Policies
Sierra College provides students and prospective students with information on its transfer policies within its Catalog, Administrative Procedures, on the College website and information is available through the Admissions and Records Office (2018-19 Catalog, I41, I42, I43, I44). In addition, these policies are further discussed in Standard IIA10.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Sierra College defines Distance Education in Administrative Procedure (AP) 4105, outlines the procedures for creating distance education courses, and provides for certification of courses for online delivery (I45). The policy is enacted through the Curriculum Handbook, required training, and through the Sierra College Faculty Association contract (I46, I47, I48). Sierra College's compliance with this eligibility requirement is further explored in Standard IIA2, Standard IIA7, Standard IC8, and Standard IIIC1.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Sierra College outlines its process for student complaints in Board Policy and Administrative Procedure 5530 – Students' Rights and Grievances (I49, I50). The complaint procedures are specifically outlined in the Sierra College catalog, in the Student Rights and Responsibilities Handbook, and is available on the Sierra College website (I51, I52, I53). Student complaints are stored in the Campus Life Office. Sierra College posts its accreditation status and the agencies that manage accreditation on its website (I54).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii); 668.6.

Sierra College publishes its accreditation status in several locations, such as the current catalog and the college website (I54, I55). The college catalog, published each spring contains additional information regarding college programs, locations, services, and policies, such as cost of attendance, transfer of credit, and student conduct, among others (I56, I57, I58, I59). Further information can be found in Standard IC1 and Standard IC2.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Sierra College publishes rules and regulations related to its issuance of Title IV aid, such as the Student Loan Cohort Default Rate, on its website (I60, I61). The current default rates, 19.3%, are within required standards. As noted in Standard IIID1, Sierra College annually uses an external audit firm to audit its financials, including administration of Title IV aid. For the year ended June 30, 2018, dated November 13, 2018, Crowe LLP found "Sierra College complied, in all material respects, with the types of compliance requirements referred to above" and "did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses" (I62).

Introduction Evidence
I1	Strategic Planning Metrics
I2	Strategic_Plan_Metrics 18.7.9
I3	Strategic_Plan_Metrics 17.8.7
I4	Strategic_Plan_Metrics 16.8.1
I5	Strategic Plan Metrics 2015.6.1
I6	Student Equity Webpage
I7	Student Equity Dashboard
I8	AAD DSR 2018
I9	2016.9_Strat_Recollections
I10	2017.10.27_AS_Recollections
I11	2017.7_BOT_Minutes
I12	Accreditation 2019 Chart

2019

Standard I

Mission, Academic Quality
and Institutional Effectiveness,
and Integrity

SIERRA
C O L L E G E

Standard I - Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard IA - Mission

IA1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

"The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals" is described in multiple locations and is specifically outlined in a mission statement that was approved by the Board of Trustees (IA1-1, IA1-2, 1A1-3, IA1-4, IA1-5). The 2015-25 Educational Master Plan states that, "Sierra College has a historic role in the community as an institution committed to the educational advancement of students in academic/transfer programs as well as career and technical education." The student population is primarily drawn from all or parts of the four counties—Placer, Nevada, El Dorado, and Sacramento—that make up the Sierra Joint Community College District (IA1-6, IA1-7).

"Sierra College currently offers 95 degrees and 78 certificates in 50 different educational areas. Since 2011, Sierra College has added 28 Associate Degrees for Transfer (AA-T/AS-T) in 27 educational areas. As of spring 2016, there are currently 36 approved Transfer Model Curricula for articulation between the California Community Colleges and the California State University. (IA1-3).

The commitment to student learning is encompassed in its Institutional Learning Outcomes (IA1-8) and the Core Values that are part of the Sierra College Mission Statement (IA1-5). That commitment is communicated through a number of methods, such as the Catalog, website, policies and planning documents.

Institutional SLOs
Students attend Sierra College for a variety of reasons. Based on their own educational goals and experiences, students will develop skills in the following areas:

- Communication

- o Read:
  - Use active reading skills to comprehend and interpret information and ideas from a variety of texts, including academic prose (such as textbooks, literature, primary and secondary sources, and scholarly journals), technical documentation (such as manuals, charts, graphs, and reports), and media sources (such as newspapers, magazines, websites and online databases).
- o Write:
  - Communicate thoughts, ideas, and information effectively in writing in a variety of modes and for a variety of purposes. Accurately and persuasively convey information and ideas using logic, reasoning, and effective rhetorical strategies. Use correct grammar, spelling, punctuation, diction, style, and format.
- o Listen:
  - Demonstrate active listening skills in classroom, community, personal, and professional situations. Interpret and respond appropriately to verbal and nonverbal communication in a variety of contexts.
- o Dialogue:
  - Interact in a variety of dynamic situations by assessing the needs of the audience, creating a message, adapting to audience feedback, and responding appropriately. Through dialogue, build mutual understanding with individuals from various backgrounds.

- Technology and Information Competency
  - o Demonstrate Technical Literacy
    - Efficiently and accurately use current computer and other relevant technologies to acquire, process, and present information. Organize and maintain records.
  - o Apply Technology
    - Use computer applications and other technologies in the learning process, real-world scenarios, and the workplace. Adapt to new or developing technologies.
  - o Access Information
    - Recognize the need for information; choose and narrow topic. Formulate search questions. Gather, organize, and discriminate among various sources of information.
  - o Evaluate and Examine Information
    - Filter information for relevance and accuracy. Apply criteria to determine credibility. Utilize data gathered to draw conclusions. Construct meaning from expanding and conflicting information. Credit sources according to academic standards.

- Critical and Creative Thinking

- o Inquire:
    - Identify and understand questions or problems across disciplines and in practical applications. Develop hypotheses.
- o Analyze:
    - Investigate and assess the validity or relevance of arguments, claims, or contentions supported by data, observation, experience, testing or analysis. Distinguish fact from opinion. Develop an interpretation with an awareness of different views and reasoning.
- o Problem Solve:
    - Use sound reasoning to specify solutions and consequences. Test hypotheses using methods appropriate to the problem (such as the scientific method, mathematical reasoning, and principles of logic).
- o Express:
    - Acquire an appreciation and involvement in the creation or performance of works of fine art, craft, music, drama, and/or culture. Participate in games, sports, dance, and outdoor pursuits based on individual interests and capabilities.

- Citizenship
    - o Ethics:
        - Develop and apply ethical reasoning and decision-making skills in academics, in the workplace, and in global and local communities. Value honesty, civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.
    - o Diversity:
        - Recognize, understand, and respect diversity of belief, culture, value, ability, gender, race, age, and sexual orientation.
    - o Sustainability / Global Awareness:
        - Develop values and behaviors that respect the natural environment. Evaluate social justice issues and identify social responsibilities to elicit social change. Recognize the ethical implications of political, social, and economic institutions.
    - o Personal Responsibility:
        - Accept personal responsibility by recognizing oneself as the principal cause for opportunities and experiences. Effectively develop, apply and manage a healthy physical lifestyle and emotional well-being; Self-motivate through planning and acting to accomplish goals. Recognize the value of life-long learning.

Sierra College Core Values

The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:

1. Empower students in their education.
2. Strive toward student success and continuous improvement.
3. Be an inclusive and equitable community.
4. Be responsive to the education and workforce needs of our local community and businesses.
5. Demonstrate collaboration with all stakeholders in decision making.
6. Manage all resources in a manner that is sustainable and responsible.
7. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

IA2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Sierra College uses data at all levels of the institution to assess its efficacy in meeting its mission and setting priorities in order to ensure student success. The Board of Trustees reviews the California Community College Chancellor's Office Student Success Scorecard and the Sierra College Strategic Planning Metrics as the first step in formulating the Board and President Priorities and Goals (IA2-1, IA2-2, IA2-3, IA2-4). Conversations at this level create a broad vision for student success at Sierra College, which is generally communicated with the campus community through Strategic Council and other meetings or events, such as convocation. During the Fall 2018 Convocation, President Duncan articulated a new, overarching goal based on these conversations: "Eliminate the equity gap for all students including underrepresented and underserved students" (IA2-5).

Over the past five years, Sierra College has had a series of conversations about student success and achievement that began with discussion about student achievement gaps across programs and services (IA2-6, IA2-7, IA2-8, IA2-9). The conversations around student equity collectively brought attention to the fact that students were not doing as well as the College had thought they were. In addition, Sierra College, along with many other community colleges across the state, experienced enrollment declines as the economy rebounded in the early 2010's. Efforts to understand this decline found a number of causes, including a steep attrition of students who apply compared to those who complete their educational goals (IA2-10). The decline in FTES (full-time equivalent students) was especially troubling since Sierra College also had a large number of courses with massive waitlists, which showed student need. These data spurred a deep conversation across campus, which culminated in the Reengineering Sierra College for Student Success (R4S) effort (IA2-11, IA2-12, IA2-13, IA2-14, IA2-15, IA2-16, IA2-17). R4S is an effort to simplify and streamline the pathways that students follow to complete their educational objectives (IA2-18). The work of R4S ultimately led to the adoption of a Guided Pathways framework for success, which included the development of academic maps and interest areas (IA2-19). As well as looking at the success of all students, programs such as RISE were created to develop a learning community and system of academic support for traditionally underserved populations (IA2-20).

WHO STARTS IN MATH 581? STAYING EQUITY MINDED
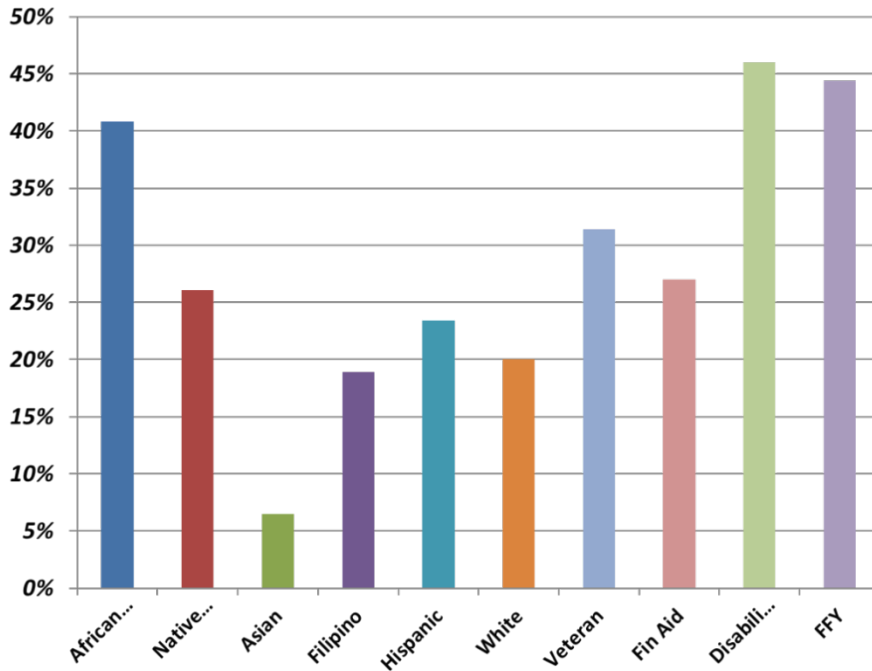
In 2014, Sierra College began utilizing high school transcript-based placement of students into Math and English courses (IA2-21). Further, developmental courses in Math and English were accelerated, beginning with the development of English N and Math E, to reduce the amount of time needed to get students into college level courses. Although this work has largely been supplanted by curricular changes due to AB 705, the early results showed improvement in student achievement in college level Math and English attainment (IA2-22).
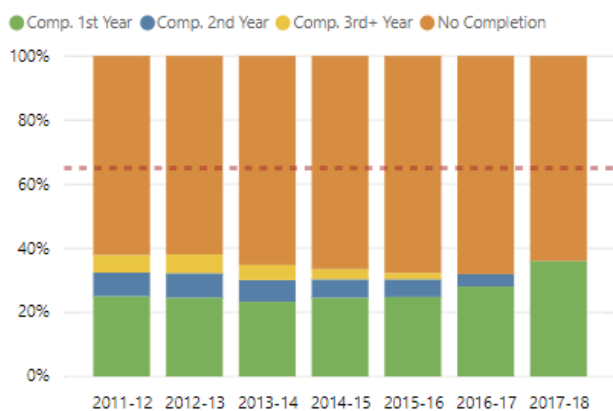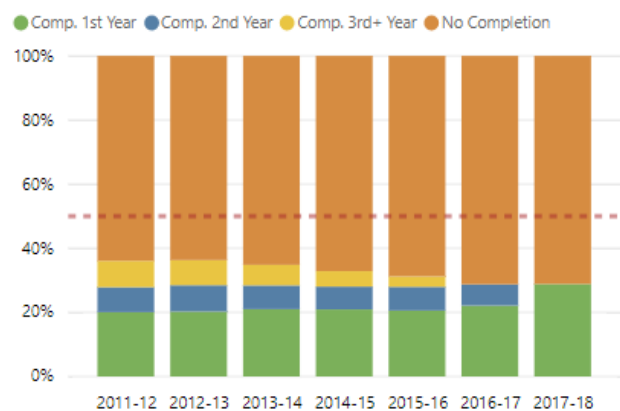
At the department and program level, an important component of Program Review is the analysis of the alignment of each program with the College's mission and how effectively each program is meeting student's needs. Traditional data such as the numbers of degrees and certificates awarded, student retention and success data are/were key elements in that determination (IA2-23, IA2-24, IA2-25). Recently, that information has been supplemented by the Research and Planning Office with the creation of Dashboards that allow for a more detailed review of student

performance for each department that is disaggregated by demographic characteristics (IA2-26, IA2-27). In order to further the conversation about student success at the department level, Sierra College offered a Student Success Conference, in lieu of a traditional convocation, in the spring of 2018 (IA2-28).

IA3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

The Strategic Master Plan (SMP) and Educational Master Plan (EMP) are guides to institutional decision making and resource allocation, and they encompass the mission of the College (IA3-1, IA3-2). At the center of all is the focus on student learning and achievement. From the SMP the first two goals are:

> Goal 1: Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four-year colleges and universities while maintaining high levels of academic integrity.

> Goal 2: Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.

As stated in the EMP: "In order to ensure individual departments and programs are aligned with the strategic plans and District Mission, individual departments are asked to periodically update and align department goals with the Sierra College Strategic Goals. This alignment occurs through the triennial Program Review process and the annual ePAR [electronic Program Assessment and Review] request process, which allows programs and departments to make resource allocation requests for personnel, equipment, and facilities." A major component of Program Review is to determine the alignment each program has with the mission of Sierra College (IA3-3, IA3-4, IA3-5).

The faculty prioritization process provides an illustration of resource allocation being driven by the district mission. Dean's Council and the Academic Senate separately, with the use of the same data, determine the rankings of all of the requested faculty positions (IA3-6, IA3-7, IA3-8, IA3-9, IA3-10). These two rankings are then taken to the Faculty Prioritization Workgroup (FPW) which consists of representatives from each group as well as the Vice Presidents of Instruction and Student Services, with representatives from Planning and Research, the chair or program review committee, and a counselor serving as workgroup resources (IA3-11). The FPW works collaboratively to develop final rankings of the faculty positions, which are sent to Strategic Council for adoption (IA3-12).

An example of mission-driven decision making is the change in how the class schedule is determined. As part of the Reengineering Sierra College for Student Success (R4S) process, it

became clear that student needs were not being met as certain high-demand courses had extensive waitlists (IA3-12, IA3-13, IA3-14). Several measures were taken to provide more opportunities for students to get the classes they need. The measures included creating a temporary position of Interim Executive Dean of Enrollment Management and going through a Business Process Analysis (BPA) where the current scheduling process was evaluated (IA3-12; IA3-15). The BPA process resulted in the decision to purchase scheduling software, the implementation of which started in the fall 2018 semester.

IA4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

The mission statement is available in the Sierra College Catalog, on the website and is recorded in Board Policy 1200 (IA4-1). The statement is periodically reviewed by the Academic, Classified, Management and Confidential, and Student Senates and by Strategic Council, which forwards a recommendation to the Board of Trustees for adoption (IA4-2, IA4-3, IA4-4; IA4-5, IA4-6).

Sierra College adopted a new mission statement in April 2019. The ad hoc workgroup that developed the new mission, vision, and core values used several surveys and met with appropriate senates and the board of trustees to shape the future mission statement, vision, and core values (IA4-7, 1A4-8, IA4-9).

Standard IA Evidence

IA1-1	MissionWebsite
IA1-2	Mission_Catalog
IA1-3	EMP 2016-2026 Page 6-7
IA1-4	2015-2018 Strategic Master Plan 7
IA1-5	Board-Policy-1200
IA1-6	Sierra CCD Map
IA1-7	Board of Trustees Webpage
IA1-8	Assessment-Guidebook Page 33
IA2-1	BOT Minutes 17-8-7
IA2-2	Board Minutes 8-8-17
IA2-3	Board Minutes 8-9-16
IA2-4	Board and President Priorities and Goals 2017-18
IA2-5	Convocation Address Slides 17 & 18
IA2-6	2014 Equity Data
IA2-7	Equity Cheat Sheet F15
IA2-8	Equity Cheat Sheet F16
IA2-9	Equity Cheat Sheet F18
IA2-10	Reengineering Equity and SSSP Presentation 11-6-15

IA2-11	Strategic Council 2015.09.04 Recollections
IA2-12	Strategic Council 2015.10.16 Recollections
IA2-13	Strategic Council 2015.11.06 Recollections
IA2-14	Strategic Council 2016.05.13 Recollections
IA2-15	Academic Senate Recollections 17-8-23
IA2-16	Academic Senate Recollections 17-10-25
IA2-17	Academic Senate Recollections 17-11-08
IA2-18	Strategic Council 17-2
IA2-19	R4S Presentation
IA2-20	RISE Program – Pilot Update Spring 2017
IA2-21	Strategic Planning Presentation 2017
IA2-22	Strategic Planning Metrics 2018
IA2-23	2015-16 Program Review Report
IA2-24	2016-17 Program Review Report
IA2-25	ADMJ-DSR-S17
IA2-26	Student Equity Dashboard
IA2-27	DSR Dashboard-Photography
IA2-28	2018 Convocation Schedule

IA3-1	2015-2018 Strategic Master Plan
IA3-2	EMP 2016-2026
IA3-3	PR Instructional Template 2017-18
IA3-4	PR Student Services Template 2017-18
IA3-5	2016-17 Program Review Report
IA3-6	Academic Senate Recollections
IA3-7	Council Agenda 2015-9-24
IA3-8	Counil Agenda 2016.10.06
IA3-9	Deans Retreat Sept 2016 Agenda
IA3-10	FT Faculty Requests 2016 wDivRank
IA3-11	IO Guideline-Faculty Hiring Prioritization 2016
IA3-12	Strategic Council Recollections 2017.9.1
IA3-13	Strategic Council Recollections 2015.10.16
IA3-14	R4S Enroll Update 2017.9.1
IA3-15	Sierra Class Sched Dev BPA Report FINAL

IA4-1	Board-Policy-1200
IA4-2	Academic-Senate-Recollections-17.8.30
IA4-3	St_Council_2016.11.04
IA4-4	Strategic Council 2016.05.13 Recollections1
IA4-5	Academic Senate Recollections 17-11-08
IA4-6	Board Minutes 8-9-16

IA4-7   Classified Senate Agenda 2018.8.22
IA4-8   Academic Senate Agenda 2018.8.22
IA4-9   BOT Minutes 2018.8.14

Standard IB - Assuring Academic Quality and Institutional Effectiveness
Academic Quality

IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Sierra College demonstrates a substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement via its Governing Board, Strategic Council, Academic Senate, and various standing committees of the Academic Senate. Annually, the Board of Trustees sets aside a strategic planning day to review progress in its strategic initiatives and meeting goals around student success (IB1-1, IB1-2, IB1-3).

The purpose of the Strategic Council is "...to provide a forum for members...to present and discuss the concerns and interests of their constituent groups; to collaborate with the college President by conveying the interests of the constituent groups on the strategic direction of the College; to share in decision-making by advising the college President in the development of policies and procedures; and to assist in the dissemination of information to the college community" (IB1-4, IB1-5). Strategic Council is comprised of students, classified staff, management, faculty, bargaining units, and all meetings are open to the public. Strategic Council regularly discusses institutional quality via sustained dialogue around outcomes, student equity, academic quality, and institutional effectiveness. For instance, at the September 2017 Strategic Council, members discussed the intersection of budgeting, enrollment management, and the implementation of guided pathways, followed by presentations of the College's strategic planning metrics and overall planning process (IB1-6). The dialogue during that meeting resulted in an effort to simplify the Sierra College Strategic Planning Metrics so the college community could readily see progress or lack thereof (IB1-7, 1B1-8).

The Academic Senate is actively engaged in monitoring aspects of student success, academic quality, and student equity. The Academic Senate maintains several standing committees dedicated to improving student success and institutional effectiveness at Sierra College, such as the Educational Effectiveness, New Legacy, and Program Review Committees, among others (IB1-9, IB1-10, IB1-11). In addition, the Academic Senate regularly reviews and discusses institutional initiatives and projects, such as dual enrollment, improving student success and equity, professional development, and institutional effectiveness (IB1-12, IB1-13, IB1-14, IB1-15, IB1-16, IB1-17). Further examples of sustained, substantive dialogue surround student success, equity, and academic quality are addressed in Standard IB3.

IB2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Sierra College defines and assesses Student Learning Outcomes (SLOs) for its instructional programs and its learning support services. According to the Sierra College website, by definition, SLOs "...are the specific observable or measurable results that are expected subsequent to a learning experience" (IB2-1). SLOs convey to students what faculty and staff expect them to learn and/or be able to do at the completion of the course, degree or certification, and/or student services process. In addition, the SLO webpage, as well as the Sierra College Assessment Guidebook, includes descriptions of specific types of SLOs - Course SLOs, Program SLOs, Service SLOs, and Institutional SLOs (IB2-2). The Sierra College Course Student Learning Outcomes (CSLOs) rubric was constructed by the College to assist faculty and staff in writing meaningful CSLOs (IB2-3). The rubric lists five qualities of CSLOs and describes the criteria for high, acceptable and insufficient quality SLOs. One of the qualities of a CSLO is overarching: "Collectively, the SLOs represent the overall learning that is expected to occur through all objectives." It also provides an example of a high quality CSLO.

Regarding the assessment of SLOs, the Sierra College Assessment Guidebook articulates the principles of assessment and outlines the process of assessment, such as who assesses, when assessments are conducted, and the assessment cycle (IB2-2). All instructional programs and student learning support services are evaluated by the Sierra College Program Review Committee, a standing committee of the Academic Senate, in a cyclical fashion. The purpose of this committee is to "...promot[e] program quality and improvement" and systematically evaluate the performance of instructional and student service programs to better inform strategic planning and resource allocation (IB2-4). The findings are documented annually in the Sierra College Program Review which is posted on the college's website. The review contains an Executive Summary that highlights the essential findings of the committee (IB2-5).

IB3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Since at least 2008, Sierra College has used its Strategic Planning process to identify a series of Strategic Planning Metrics that related to student achievement and other college priorities (IB3-1, IB3-2, IB3-3, IB3-4, IB3-5, IB3-6). The Strategic Planning Metrics are reported annually to the Board of Trustees, Strategic Council, and other interested participatory governance groups, such as the Academic Senate (IB3-7, IB3-8). While the Strategic Planning Metrics were broader than the institution set standards required in the ACCJC annual report, several elements, such as course success, degrees earned, and certificates earned were aligned and reported as such in the annual report.

Sierra College has used its Strategic Planning Metrics to evaluate its success and set several goals, such as improving online course success, that were accomplished as a result of taking specific, targeted action. Comprehensive conversations about student progress occurred during the 2014-15 academic year as the College took a "deep dive" into student progress and achievement data (IB3-9, IB3-10). These discussions in our Student Equity Advisory Committee brought forward some uncomfortable truths—while Sierra College was above average in most

statewide metrics, we were performing far below our expectations (IB3-11). The conversations quickly spread to other areas of participatory governance (IB3-12, IB3-13, IB3-14). As a result, Sierra College embarked on a program of transformation based on the following problem statement: "Students at Sierra College are not reaching their educational goals in a timely manner, or at all." This multi-year project is still underway and is commonly referred to as R4S— Reengineering Sierra College for Student Success (IB3-15).

During the 2017-18 academic year, discussions with the Board of Trustees (IB3-16), at Strategic Council (IB3-17, IB3-18, IB3-19, IB3-20, IB3-21), and at the Academic Senate led the College to decrease the number of metrics presented and instead focus on five areas of student success and achievement with specific achievable goals (IB3-6). These new metrics and goals are published on the Sierra College website, discussed in depth at the Board of Trustees planning retreat, Strategic Council, and were included in the President's Keynote address at Fall 2018 Convocation (IB3-22, IB3-23, IB3-24, IB3-25). Importantly for Sierra College, the metrics are disaggregated by relevant demographic characteristics in order to identify equity gaps and evaluate progress in closing them.

IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Through the Sierra College Student Equity Dashboard, Strategic Planning Metrics, and Department Statistic Report (DSR), the College provides data and data visualization around student achievement for course success and retention, degree or certificate completion, census enrollment, first term units completed, and students completing thirty units by cohort, among other pieces of information (IB4-1, IB4-2, IB4-3). Further, much of this data can be filtered or disaggregated by demographic information such as race/ethnicity, gender, veteran status, disability status, income level, former foster youth status, and sexual orientation. The Strategic Planning Metrics and Student Equity Dashboard are FERPA compliant and available to anyone visiting the Sierra College website.

Based on the available data, Sierra College has developed multiple initiatives to facilitate learning and achievement among all students. Use of the data exposed that "[t]hese differences are exacerbated within three other sub-groups: males, economically-disadvantaged students, and students with disabilities." With this knowledge Sierra College has articulated in its ongoing strategic plan three primary goals to address these inequities, summarized as (1) achieve equitable access, (2) close equity gaps, and (3) provide professional development to foster the implementation of inclusive instructional strategies. Specifically, the College has delineated steps necessary to accomplish these goals in its Student Equity Action Plan (IB4-4). To illustrate, one step that is designed to improve equitable access is: "Targeted outreach to under-represented student groups through collaboration with community and regional partners at feeder high schools and other regional outreach." To close equity gaps the College is in the process of developing defined interest areas, degree templates and academic maps "... to make academic requirements and sequences [clearer] and [more] accessible, and to remove barriers that delay students' progress, particularly for underrepresented students, toward earning a credential or transferring" (IB4-4). Further, Sierra College has used student achievement data to drive

conversations around overall student achievement, which has culminated in the adoption of a guided pathways framework for improving student success. This work, called Reengineering for Student Success (R4S), was founded on an acknowledgment that the data showed "Students at Sierra College are not reaching their educational goals in a timely manner, or at all" (IB4-5). This work has become pervasive to improving Sierra College and is further described in multiple standards (IA2, IB5, IB6, IB7, IC5, IIA11, IIC6, IIIC1, IIID4, IVA6, IVB1).

Institutional Effectiveness

IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Sierra College engages in ongoing assessment of its success in achieving its mission and goals. This process includes scheduled program reviews, college and program level evaluation and planning based on the assessment and evaluation of student learning outcomes, success, and achievements. The ongoing collection and publication of disaggregated and targeted data informs and guides all these activities and actions.

Program Review: Instructional, student services, and ancillary (non-instructional programs fulfilling the College mission) engage in program review every three years; the review is part of a larger assessment cycle including course and program student learning outcomes (CSLOs and PSLOs) and curriculum review for instructional programs (IB5-1). Programs develop a report based on instructional or student services templates; the templates focus on the assessment and evaluation of student achievement, student success, and student learning or student service outcomes for the three-year period between reports; questions within each section ask for assessment and evaluation of data for different delivery systems or program locations, and to direct analysis of equity data. The template instructions also ask for an evaluative review of previous goals, development of plans for the next three years based on the assessments in the report, and justification of related resource requests. Finally, the report leaves space for programs to describe and evaluate contributions to the college mission not readily quantifiable by standard success or outcomes criteria (e.g., cultural programs, music performances, science tours for area students) (IB5-2, IB5-3). Typical reviews provide extensive documentation, analysis, and evaluation of curriculum developments, outcomes assessments, success data, available data on degrees and certificates and other indicators of student success (IB5-4, IB5-5, IB5-6, IB5-7).

The Program Review Committee reviews each year's reports, providing an extensive commentary on each department's program, the thoroughness of the report, and its program requests and recommendations; each evaluation also includes a recommendation to the Planning and Resource Allocation Committee (PARAC), a subcommittee of Strategic Council (IB5-8). Each department receives a copy of its own report; all the reports appear in the complete year-end report which includes general analysis and recommendations; the committee submits the

report to the Academic Senate and Strategic Council (IB5-9, IB5-10, IB5-11). The results appear as one element in the Faculty Priority Committee's criteria, however the primary value of Program Review remains its role in departmental assessment, evaluation, and planning (IB5-12).

Assessment and Evaluation of Student Outcomes, Success, and Achievement: All programs assess course and program outcomes on a yearly or three-year schedule as determined by the program structure and needs; the grid includes cross-references to Institutional SLOs (ISLOs) and Program SLOs (PLOs) (IB5-13, IB5-14, IB5-15).

Each semester on Planning and Assessment Day, during Flex Week (the week before Fall and Spring semester), departments and programs assess and evaluate outcomes data and develop plans for the next round of outcomes assessments. Discussions may contribute to the revision of existing plans or the development of new ones (IB5-16, IB5-17, IB5-18). These discussions form the basis of department meetings throughout the year and lead often to substantive changes in programs and/or curriculum. Department members create reports for each assessment of individual courses; chairs produce program reports and reports collecting individual assessments for courses multi-section courses; all reports are recorded in TracDat, which is used for yearly planning and resource requests. Assessments follow the guidelines developed in 2014 by the SLO taskforce; these recommendations are now included in the template questions for the Student Learning Assessment Summaries and the Department Assessment Analysis (DAA) (IB5-19, IB5-20, IB5-21). To provide a brief snapshot of completed assessments for each department, Department Statistical Reviews (DSR) contain a grid of completed outcomes assessments in addition to the data noted below (IB5-22, IB5-23, IB5-24). All reports are sent to the Educational Effectiveness Committee, which in turn reports out a yearly survey of program participation in SLO assessment and evaluation (IB5-25, IB5-26).

As noted above, success and achievement measurements play a central role in program and College assessment and planning. The Department Statistical Review contains aggregated and disaggregated data for a range of student success measures (e.g., course retention, enrollment trends, degrees granted). The Dashboard found on the "Inside Sierra" website provides extensive success, equity, demographic and other data; the interactive function in the Dashboard allows users to mine the data for greater detail regarding individual courses, departments, student populations, different delivery systems, and all College campuses and centers (IB5-23, IB5-27). This data plays a central role in recent planning and assessment activities, including the development of Guided Pathways arising from the initiative, "Reengineering Sierra College" (RS4) and the direct introduction of research findings as well as outcomes as achievement data in department planning activities (IB5-28, IB5-29, IB5-30, IB5-31). Similarly, the current Equity plan emerged from the analysis of disaggregated data focusing on the identification of at-risk student populations and the exploration of models which would enhance student success, including the establishment of Student Equity as a division headed by the Dean of Student Equity (IB5-32, IB5-33). The development of Guided Pathways and the goals of student equity receive strong support from the College in general. In particular, the Strategic Council and the Academic Senate have strongly supported the ongoing collection of robust data and the

integration of data assessment and evaluation, program planning, and resource allocation. This support includes ongoing reports and discussion in the Academic Senate and scheduled Strategic Council updates (IB5-34, IB5-35, IB5-36, IB5-37, IB5-38, IB5-39). The Presidents' presentation during Convocation publicizes these findings to the College at large (IB5-40). Finally, the Board of Trustee's most recent goals and the Mission focus on data to drive initiatives and planning and resource allocation (IB5-41, IB5-42, IB5-43).

IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

The Sierra College department of Planning, Research, and Resource Development (PRRD) provides extensive disaggregated success and achievement data based on key demographic characteristics, such as gender, race/ethnicity, Veteran status, foster status, and disability status. Department Statistical Report (DSR) provided to individual departments track success data for Equity populations (IB6-1). The DSR Dashboard offers extensive interactive equity, demographic, location, and delivery system data; departments and programs can mine the data for information about specific courses and programs (IB6-2, IB6-3). PRRD also creates and presents ongoing reports on student success/equity and student achievement for all constituent groups (IB6-4, IB6-5, IB6-6). Since SLO analysis is primarily a program activity, the SLO assessments evaluate aggregated student performance; as noted above, departments rely on the Dashboard and DSR data to address student equity, degree and certificate achievement, and disparate results, if any, arising from different modes of delivery (IB6-7, IB6-8, IB6-9, IB6-10). All of the data have confirmed or revealed several gaps in Student Equity, related shortfalls in degree or certificate completion. For example, the Equity plan describes significant achievement gaps for "Native Americans/Alaskan Natives, African Americans, and Former Foster Youth," as well as "exacerbated" effects for males, economically-disadvantaged students, and students with disabilities (IB6-11, IB6-12). These data resources support the College's strategic goals of increasing student success, closing equity gaps, and promoting data-based program improvements and innovation (IB6-13, IB6-14, IB6-15).

The research and data analysis by the College has led to several initiatives, supported by significant financial and human resources, primarily from categorical or restricted State funding (IB6-16, IB6-17). Two of the goals directly and indirectly address student equity: the development of a Student Equity plan and the creation of the Division of Student Equity, and Reengineering Sierra College for Student Success (R4S), a process which has led to, or will lead to, the implementation of Guided Pathways and the development of strategic scheduling to support student achievement (IB6-11, IB6-12). The Equity Division, guided by the Student Equity Plan, has developed and supported programs to serve disproportionally impacted student groups; it also links and works closely with independent existing Sierra programs for Veterans or Disabled Students (DSPS) (IB6-18, IB6-19, IB6-20, IB6-21). R4S has led to investment in expanded counseling programs, the ongoing development of pathways and interest areas, the creation of a new position of Educational Director, Professional and Organizational Development, and the integration of data analysis at all levels of planning, including appropriate

restructuring of participatory governance processes. Recent developments have also included the establishment of faculty coordinators for Guided Pathways, faculty Equity Coordinators, who will work with the Equity dean in overseeing student equity for the College (IB6-12, IB6-22, IB6-23). Much of this work, including its direction, is still subject to review, discussion, and revision (IB6-24, IB6-25). Related goals, like the development of new CTE programs supported by the Strong Workforce Initiative (SWI), invoke the same goals of equity and student success (IB6-26, IB6-27, IB6-28). Departmental program reviews and ongoing planning activities reflect these goals as well (IB6-7, IB6-8, IB6-9, IB6-10). All existing and proposed programs and actions will provide data driven evidence of success based on Institutional goals and/or metrics appropriate to specific programs and actions (IB6-6, IB6-15). Currently, only some categorically funded programs, including Disabled Student Services (DSPs), EOPS, TRIO, and CalWorks, participate in program review although the expansion of Program Review is a subject for discussion in 2018-19 (IB6-29, IB6-30, IB6-31, IB6-32, IB6-33).

IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Sierra College regularly evaluates its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of its mission.

Instructional programs, student and learning support services:
Instructional programs engage in Program Review and SLO evaluations every three years and Curriculum Review every six, although some CTE programs revise curricula every two to three years (IB7-1). Program Reviews assess past performance and use these assessments to guide program planning and innovation (IB7-2, IB7-3, IB7-4, IB7-5, IB7-6, IB7-7). The PR also address Curriculum development, stressing the programmatic and success reasons for any changes beyond the routine; similarly, the PR asks for analysis of outcomes assessments and any related program developments (IB7-2, IB7-3, IB7-8). The Curriculum Review process includes the writing or rewriting of course outcomes and requires explanations for any substantive changes (IB7-9, IB7-10). All instructional programs should assess all courses and the program at least once every three years. All SLO assessments submitted as part of yearly planning documents include evaluation of the outcomes and any related developments in planning and innovation (IB7-11, IB7-12, IB7-13, IB7-14, IB7-15). Although student and learning support programs do not participate in curriculum review unless they develop curriculum for credit or basic skills, they participate, as noted, in Program Review and SLO or Student Service Outcomes (SSO) assessments and evaluations, with the same goals as instructional programs of supporting academic quality and the accomplishment of the mission (IB7-3, IB7-16, IB7-17). Substantive reports (PR) include the college mission and goals; SLO reports cross reference Institutional Learning Goals (ILOs) and Program Learning Outcomes (PLOs) (IB7-15).

Governance:
Governing bodies, recommending bodies, and standing committees regularly review [their] policies, procedures, and functions. The Board of Trustees reviews and revises the Sierra College

Mission Statement, revises existing goals and establishes new ones at the recommendation of the President/Superintendent, and reviews and approves revised Board Policies and Administrative Procedures (IB7-18, IB7-19, IB7-20). As noted, participatory governance Senates and Councils participate in these developments; the Academic Senate, Classified Senate, and Strategic Council review new and revised Board policies and administrative procedures and often suggest revisions and the development of new policies (IB7-21, IB7-22, IB7-23, IB7-24, IB7-25, IB7-26, IB7-27, IB7-28, IB7-29, IB7-30). The Board of Trustees informed by the President/Superintendent, Strategic Council, Senates, and subcommittees like the Curriculum Committee or Program Review, review their own practices and monitor the progress of new programs and initiatives (IB7-31, IB7-32, IB7-33, IB7-34, IB7-35, IB7-36, IB7-37, IB7-38). These evaluations incorporate institutional metrics, success and equity data, and other measures related to student success and the mission (IB7-38, IB7-39).

Strategic planning and resource allocation:
The recently revised Budget and Planning Process reflects the multilayered nature of budget formation and resource allocation (IB7-40, IB7-41). Long term planning—the Strategic, Facilities, Technology, Education, and Equity Master plans—guide the evaluation of requests from departments, programs, and divisions and help to shape budget allocations for general categories, like equipment (IB7-41, IB7-42, IB7-43). The master plans are periodically revised or entirely rewritten to reflect changes in external conditions and the transformations of the College: for example, the Educational Master Plan, 2016-2026 was created in 2016; the Strategic Master Plan, 2015-18 will be revised in the next year; the Facilities Master Plan, reflecting revisions from the 2015-19 plan, was adopted June 2018 (IB7-44, IB7-45, IB7-46, IB7-47, IB7-48). The plans reflect Sierra College goals and the mission and provide a framework for cyclical and short-term planning and resource allocation. Strategic Council approves and recommends budget requests which emerge from the departments, divisions, and support divisions like IIT and Facilities; these requests include costs related to ongoing obligations and new programs and initiatives (IB7-49, IB7-50). Departments and programs develop yearly budget requests through electronic Program Assessments and Reviews (ePARs); the ePARs link budget requests to ongoing plans or initiatives and to assessments of student success and program success.

Recent changes:
Budget processes adapt to changes in institutional goals, programs, and initiatives change. For example, the Faculty Priority Workgroup, a collaborative group formed from the Academic Senate and Deans Council, has recently developed changes in criteria and prioritization to encourage the development of programs under the Strong Work Force Initiative (IB7-51, IB7-38). Reengineering Sierra College for Student Success (R4S) has established interest areas to support Guided Pathways, spearheaded significant redirection of counseling activities, and promoted the acquisition of new scheduling software and the development of a team to oversee its introduction and use (IB7-52, IB7-53). The reengineering project has also led to extensive discussions regarding the redesign of governance structures to sustain this development (IB7-54, IB7-26, IB7-16). The College's equity goals have led to equally significant reorganizations in Student Services generally and for programs focused on Equity student groups; these changes have included the creation of a division of Student Equity (IB7-55, IB7-56) The revised budget process described above emerged from a general desire to achieve greater flexibility and to focus

budget discussions on large scale allocations of all resources related to student success and achievement (IB7-57, IB7-40).

IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Sierra College broadly communicates the results of its assessment and evaluation activities in a variety of ways. Convocation and Flex Week activities, including Division meetings and workshops, communicate assessment and evaluation activities and their implications to the widest institutional audience. Convocation includes all staff. In addition to providing information and setting the year's and semester's agenda, the Convocation raises issues that receive additional attention in Flex Week meetings and during the semester itself. For example, the Spring semester Convocation presentation, "Using Data to Improve Student Success," led to departmental activities focused on data analysis in Flex Week followed by evaluation and planning in later weeks, including one day scheduled for the all instructional programs (IB8-1, IB8-2, IB8-3, IB8-4, IB8-5). Similarly, the President's address during Convocation presents a general overview of the College, including upcoming initiatives or developments, such as those related to equity, student achievement, and other measures of success (IB8-6, IB8-7, IB8-8, IB8-9). Agendas and minutes of the Board of Trustees, Strategic Council, and Academic Senate, distributed by email, provide insight into the institutional discourse around assessment and student success and track the emerging shared consensus, and areas of debate, regarding the College's strengths and weaknesses and the appropriate priorities arising from this consensus; these documents are available through the Sierra College website on the "Planning and Governance" site found under the home page link "About Us" (IB8-10, IB8-11, IB8-12, IB8-13, IB8-14, IB8-15, IB8-16). All staff and the general public can access a range of data on the Sierra College public website; the available resources include PSLOs, Program Reviews, Equity, and Reengineering Sierra College for Student Success (R4S), each of which has its own Pages linked to "About Us." Through these pages, users can access links to files or reports as well as explanations of the significance of outcomes, program review, and planning (IB8-17, IB8-18, IB8-19, IB8-20). The data Dashboard and other reports intended for research and analysis appear within "Inside Sierra," a page available to all faculty and staff and linked through the Faculty and Staff Resource page (IB8-21, IB8-22, IB8-23).

IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Sierra College engages in continuous, broad based, systematic evaluation and planning through a comprehensive participatory governance process integrating institutional, departmental, and program reporting, review, planning, and resource allocation in the accomplishment of its

mission and improvement of institutional effectiveness and academic quality. As described in the College's Strategic Plan and reflected in the Master Planning Cycle, the College's assessment, reporting, evaluation, review, and planning of all of its programs, services, budgeting and resource allocation policies and practices constitute a comprehensive cyclic process addressing short- and long-range needs for educational programs and services, and human, physical, technology, and financial resources (IB9-1, IB9-2, IB9-3, IB9-4). The College has a significant history of evaluating and improving its Strategic Plan to support initiatives for the continual improvement of its mission, institutional effectiveness and academic quality. The Educational Master Plan exemplifies this process: through assessment, self- evaluation, and holistic planning around BSI, Equity, and SSSP, a Presidential Task Force on increasing student success (Reengineering Sierra College for Student Success - R4S) was established in 2016 with the goal of improving student success at all levels and developing a planning model that focuses on improvement of student access, retention, and success (IB9-5, IB9-6, IB9-7).

Instructional programs engage in continuous and cyclic assessment, review, planning, and implementation for ongoing improvement of procedures and processes in achieving program initiatives and the College's mission, which has been systematized in a Planning and Assessment Day during Flex Week. This work is recorded in Department Assessment Analysis (DAA) forms, triennial Program Reviews, Curriculum Review, and work with CTE advisory committees (IB9-8). Program Reviews assess past performance and use these assessments to guide program planning and innovation (IB9-9, IB9-10). The PR also addresses Curriculum development including analysis of outcomes assessments and any related program developments. The Curriculum Review process includes the writing or rewriting of course outcomes and requires explanations for any substantive changes. All Student Learning Outcomes and Service Area Outcomes assessments submitted as part of yearly planning documents include evaluation of the outcomes and any related developments in planning and innovation (IB9-11).

The recently revised Budget and Planning Process reflects the multilayered nature of budget formation and resource allocation (IB9-12, IB9-13). Long term planning—as described in BP 3250 and AP 3250 and enacted in the Strategic, Facilities, Technology, Education, and Equity Master plans—guides the evaluation of requests from departments, programs, and divisions (IB9-2, IB9-12, IB9-14, IB9-15, IB9-16). The master plans are periodically revised or entirely rewritten to reflect changes in external conditions and the transformations of the College: for example, the Educational Master Plan, 2016-2026 was created in 2016; the Facilities Master Plan, reflecting revisions from the 2015-19 plan, was adopted June 2018 (IB9-17, IB7-18, IB7-19, IB9-20, IB9-21). The plans reflect the Sierra College mission, college goals and priorities, and provide a framework for cyclical and short-term planning and resource allocation. Strategic Council approves prioritized requests for employees, equipment, and facilities (IB9-22, IB9-23, IB9-24). Departments and programs develop annual budget requests that are reviewed and approved by the executive team.

Standard IB Evidence

IB1-1	BOT Minutes 2018.8
IB1-2	BOT_Minutes 2017.7
IB1-3	BOT_Minutes 2017.8

IB5-29	Flex Week Presentation Guided Pathway
IB5-30	UsingData PresentationDeptMeetings_20180117
IB5-31	DataAssessmentPostConferenceMeetings_20180202
IB5-32	Student equity dashboard
IB5-33	Executive-Summary-of-Integrated-Plan-for-Equity-2017
IB5-34	Academic-Senate-Recollections-04-18-2018-approved
IB5-35	Academic-Senate-Recollections-05-09-2018-approved
IB5-36	StrategicCouncil 2017.12.08 agenda item 1718-34
IB5-37	Strategic Council 2017.11.03 item 1718-22
IB5-38	StrategicPlanningMetrics_Cohorts
IB5-39	SierraPlanningMetrics_Equity
IB5-40	President_Address_Convocation
IB5-41	Educational-Master-Plan-2016-2026
IB5-42	President & Board Goals 2017-18-short version
IB5-43	President & Board Goals 2016-17

IB6-1	ADMJ-DSR-S17
IB6-2	Dashboards-Success-Equity_201875
IB6-3	StudentEquityDataDashboard_201889
IB6-4	Strategic Planning Metrics 201888
IB6-5	Sierra Planning Metrics Equity 201888
IB6-6	Strategic Council 2017.12.08-recollections agendaitem1718-34
IB6-7	CommStudiesPR2017-18
IB6-8	DistanceLearningPR2017-18
IB6-9	HumPhilPR2017-18
IB6-10	TutorCenter(Rocklin)PR2017-18
IB6-11	Executive-Summary-of-Integrated-Plan-for-Equity-2017
IB6-12	Equity Primer 8.13.15
IB6-12	R4S-final-report-FINAL-3-13-18
IB6-13	President & Board Goals & Objectives 2016-17
IB6-14	President & Board Goals 2017-18-short version
IB6-15	Strategic Council 2017.11.03-Recollections_Items1718.23-24
IB6-16	2017-18-Adopted-Sep-12-v5_p9
IB6-17	Promise program grant
IB6-18	Equity Webpage 4.30.19
IB6-19	DSPS Webpage 4.30.19
IB6-20	Veteranswebpage_201889
IB6-21	GuardianScholarswebpage_201889
IB6-22	Reengineering-Change-Survey-Sp16-As-Of-April25
IB6-23	AM-IG-info-presentation-v3
IB6-24	Academic-Senate-Recollections-04-18-2018_pp6-7

IB6-25	Academic-Senate-Recollections-05-02-2018_pp1-5
IB6-26	SC StrongWorkforcepresentation11_9_17
IB6-27	Strong Workforce Project Plan (Required Reading)_SWICommittee
IB6-28	StrongworkforceSchedule A - Scope of Work-1
IB6-29	CalWorksPR2016-17
IB6-30	DSPS PR 2016-17
IB6-31	Trio PR 2015-16
IB6-32	EOPS PR 2016-17
IB6-33	ProgRevReport2017-18final_pp13-17

IB7-1	Quilt of Program and Curriculum Review
IB7-2	PRInstructionalTemplate2017-18
IB7-3	PRStudentServicesTemplate2017-18
IB7-4	HumPhilPR2017-18
IB7-5	AdminJusticePR2017-18
IB7-6	TutorCenterPR2017-18
IB7-7	ProgRevReport2017-18final
IB7-8	CommStudiesPR2017-18
IB7-9	Curriculum Agenda - 4.30.18
IB7-10	Curriculum Committee and Technical Review Schedule 2018-2019
IB7-11	StudentLearningAssessmentSummary
IB7-12	DAA-form
IB7-13	EnglishDeptDAA Fall '17 1A Assessment
IB7-14	English TracDat Site
IB7-15	NUTF-SLO-Spreadsheet-s18
IB7-16	GeneralcounselingPR2017-18
IB7-17	EOPSPR2016-17
IB7-18	BoardPolicyReview BOTAgenda2018-01-09
IB7-19	President & Board Goals 2017-18-short version
IB7-20	President & Board Goals & Objectives 2016-17
IB7-21	Board-Policy-2510
IB7-22	Participatory Governance Model
IB7-23	Board-Policy-4021 Program Vitality
IB7-24	Board-Policy-5220
IB7-25	Administrative-Procedure-5076
IB7-26	R4S-final-report-FINAL-3-13-18
IB7-27	BOT 2018.1.9 Board Policies Agenda Item
IB7-28	StrategicCouncil 2017.12.18 BPAP Item
IB7-29	Academic Senate Agenda 4.24.19
IB7-30	ClassifiedSenateRecollections-April-25-2018
IB7-31	Board-Policy-2745_Self Evaluation

IB8-15   Academic-Senate-Recollections-05-09-2018-approved
IB8-16   Planning and Governance webpage_2018812
IB8-17   Program Review Webpage_2018812
IB8-18   SLO public website_201884
IB8-19   Equity website_201884
IB8-20   R4S webpage_201884
IB8-21   Faculty Staff Resource Page_2018812
IB8-22   InsideSierra homepage_2018812
IB8-23   InsideSierra Dashboards-Success-Equity_201875

IB9-1   Strategic_Plan_2015-2018
IB9-2   Master planning cycle
IB9-3   Participatory Governance Model
IB9-4   President & Board Goals 2016-17
IB9-5   Summary_SE_Action_Plan
IB9-6   Educational_Master_Plan_2016-2026
IB9-7   R4S_Final_Report
IB9-8   Quilt of Program and Curriculum Review
IB9-9   PR Instructional Template 2017-18
IB9-10   PR Student Services Template 2017-18
IB9-11   StudentLearningAssessmentSummary
IB9-12   Planning and Budget Allocation Process
IB9-13   Budget-Development-and-Planning-Calendar-Fall-2019
IB9-14   Board-Policy-3250
IB9-15   Administrative-Procedure-3250
IB9-16   Planning Website
IB9-17   Educational-Master-Plan-2016-2026
IB9-18   2015-2018-Strategic-Master-Plan
IB9-19   Facilites construction plan-5-year
IB9-20   Facilities-Master-Plan-20181
IB9-21   Technology Strategic Plan - 2018
IB9-22   Strategic_Council_Agenda_20180511
IB9-23   PARAC_Recollections_20170224
IB9-24   Strategic_Council_Recollections_20171208

Standard IC - Institutional Integrity

IC1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services.

The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Sierra College works diligently to ensure all information about programs and services are accurate and broadly available to current and prospective students. Sierra College uses a number of mechanisms to distribute its information, such as the website, Sierra College Catalog, e-mail, information boards placed around campus, signs at the main entrance and around campus, printed brochures, campus tours, high school outreach and community days (IC1-1, IC1-2, IC1-3, IC1-4, IC1-5, IC1-6, IC1-7, IC1-8).

The college website provides clear and accurate information relating to its mission, accreditation process, and status, learning outcomes, educational programs, student services, and academic support services (IC1-9, IC1-10, IC1-11, IC1-12, IC1-13, IC1-14). In order to improve clarity surrounding academic programs, academic program webpages were redesigned and added to the website in October 2018 (IC1-13, IC1-15).

Sierra College's Office of Instruction provides online versions of the catalog, updated annually, and schedule of classes, published for each term (IC1-2, IC1-16). Both documents provide students with up to date information regarding the College's programs, learning outcomes, and support services. In order to ensure its accuracy, the catalog is reviewed in multiple ways. Programs and departments review their own information, and the Office of Instruction reviews the catalog holistically for accuracy. Educational programs, including all courses, degrees and certificates, are clearly described in the Catalog (IC1-17).

The Curriculum Committee reviews and approves all new courses, degrees, and certificates, as well as changes to, or discontinuance of existing courses, degrees, and certificates during regularly scheduled Curriculum Committee and Technical Review Sub-Committee meetings prior to inclusion in the catalog (IC1-18). The review process is further discussed in Standard IC2. The schedule of classes is also carefully reviewed before publication. Faculty and staff in department, division, and center offices review, prepare, and input the schedule, which is audited by the Office of Instruction. The schedule of classes is published online for spring, summer and fall terms, although Sierra College is working towards annual course scheduling and registration (IC1-19).

The Student Rights and Responsibility Handbook is updated regularly and made available to students online. A hardcopy is provided at a student's request or to students that are engaged in the grievance process (IC1-20, IC1-21, IC1-27). Student athletes and student employees are also provided specific handbooks for those programs and services (IC1-22, IC1-23).

Institutional Learning Outcomes (ISLOS), Program Student Learning Outcomes (PSLOs), and Course Student Learning Outcomes (CSLOs) are described and listed on the Accreditation and SLOs webpage for students, faculty, staff, and community members and included in the catalog and schedule (IC1-24, IC1-25, IC1-26). The process for SLO development is described in the Assessment Guidebook and is further discussed in Standard IIA3 (IC1-28).

Students, personnel, and the public are informed about the College's accreditation status through Sierra's Accreditation webpage, publicly available reports, and catalog (IC1-11, IC1-29, IC1-30).

IC2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements".

Sierra College's Office of Instruction provides an online Catalog for students with accurate information on requirements, policies, and procedures. The catalog is available on the College's website and can be downloaded (IC2-1, IC2-2). The Catalog provides students with a wide variety of information about the College, such as academic policies and procedures, transfer requirements, student rights and responsibilities, financial aid opportunities, and program and course descriptions (IC2-3, IC2-4, IC2-5, IC2-6). The catalog is revised and updated annually. Following established Board Policies and Academic Procedures, the Curriculum Committee, under guidance from the Academic Senate, and in conjunction with faculty, educational administrators, and staff, approve programs and courses, which are published in the Sierra College Catalog (IC2-7, IC2-8, IC2-9, IC2-10). The committees and workgroups establish catalog development guidelines and timelines, which are published in a Curriculum Handbook (IC2-11). For a course description to be used in the catalog (including any prerequisites or co-requisites), it must be reviewed by the Curriculum Committee, approved as a Course Outline of Record (COR), and posted in the College's curriculum management (WebCMS) and student information system (Banner). A small number of printed copies of the catalog are available for reference in the Admissions Office and academic support services, such as the Library and The Hub. Previous editions of the catalog, dating back to 2006-2007, are available on the College website (IC2-12).

As designed, each catalog should be prepared in the spring of each calendar year, reflecting curriculum approved through the end of the semester. However, in practice, the Sierra College Catalog is seldom produced by the end of the spring term and is often not available to students and staff until late summer. This deficiency was discussed during a business process analysis (BPA) during the fall of 2017, which has led to specific recommendations for improving the curriculum approval process and the development of the catalog. The recommendations are being implemented during the 2018-19 academic year, but the result may not be available by the publication of the Institutional Self-Evaluation Report (IC2-13).

IC3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Sierra College uses documented assessments of student learning and evaluation of student achievement to communicate matters of academic quality. Existing and prospective students, the public, and staff can access information the following information related to student achievement, outcomes assessment, and other measures of student success:
- General statistical data and analysis: Each year, the Office of Planning, Research, and Resource Development creates a statistical survey the "Sierra College Factbook" and posts it on the department and Sierra College "About Us" webpages (IC3-1, IC3-2, IC3-3).

- Program Review (PR): The Program Review web page provides relevant program review information for instructional and student services programs, arranged by divisions and then by specific programs (IC3-4, IC3-5). Each department page provides links to recent departmental program reviews and Department Statistical Reviews (DSR); the DSR provides a three-year report of student success for each program (IC3-6). Program Review presents a three-year self-evaluation of the program; the report focuses on assessment and evaluation of outcomes and DSR data (IC3-7, IC3-8).
- Student Learning Outcomes (SLOs): The Sierra College website provides a brief discussion of SLOs, a list of institutional outcomes as well as program outcomes and program outcomes assessments for each instructional department (IC3-9, IC3-10). The student page also provides a link to the class schedule where students can find individual course outcomes by linking on any section of a given course (1IC3-11). The public also has access to the "Faculty" section of the SLO webpages; this section provides a more thorough description of SLOs and their significance as well as the templates for SLO evaluation of courses and programs (IC3-12, IC3-13, IC3-14, IC3-15, IC3-16).
- Equity: Sierra College has created an extensive page for the Division of Student Equity (Equity) with a list of programs, program outcomes, and a link to the Student Equity Data Dashboard central to the "Executive Summary for Student Equity Action Plan," also linked to the site (IC3-17, IC3-18, IC3-19).
- Reengineering Sierra College for Student Success (R4S)/Guided Pathways: The Sierra College webpage describing ongoing changes in scheduling, counseling, and other programs also provides links to the research underlying the program changes as well as the College's own assessment and evaluation of Sierra College student achievement data (IC3-20, IC3-21, IC3-22).

Other reports and resources intended to promote program, curriculum, and instructional improvement are available to staff through Inside Sierra or access to TracDat (the data repository for ongoing department planning through ePAR - electronic Program Assessment and Review - or yearly online planning and resource requests). The two most significant sets of data for this Standard are the following:
- Individual course SLOs posted in Tracdat as part of the ePar (IC3-23, IC3-24). Although the ePar page provides a link to ePars in Tracdat, access is limited to individual programs for faculty members in that program or department, while more extensive access requires additional permissions.
- The Dashboard providing disaggregated and layered student success, equity, and demographic data. The Dashboard is located in Inside Sierra; access to Inside Sierra requires a staff My Sierra account (IC3-25).

IC4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

The Sierra College Catalog for 2017-18 describes the College's degrees and certificates in terms of their purpose, content, course requirements, and expected learning outcomes (IC4-1, IC4-2, IC4-8). The catalog is available both online in a downloadable .pdf format and in printed format, where it is available in the Admissions office and academic support services, such as the Library and The Hub. Program listings state the program's purpose, course requirements, recommended

additional courses (when applicable), and program outcomes (IC4-3). The Class Schedule also contains information on course content and prerequisite requirements (IC4-4). To ensure consistency between faculty, the course outline of record contains a list of all course learning outcomes, which available to staff and the public via WebCMS (IC4-9).

The College's website contains links to each program's page. Degree and Certificate web pages provide an overview of each program and its purpose, student learning outcomes, a list of the College degree requirements, California State General Education Breadth requirements, transfer curriculum requirements, department contact information, career opportunities, and links to the online application process for Sierra College and The Hub (IC4-5, IC4-6, IC4-7). Academic counselors, department chairs, program deans, and faculty also advise students regarding the courses needed to complete a degree or certificate.

IC5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

The documented institutional policies described in Administrative Policies (AP's) and Board Policies (BP's) are regularly reviewed by the various Senates, Strategic Council and the Board of Trustees to ensure accuracy in the descriptions of the policies and procedures used at Sierra College (IC5-1, IC5-2, IC5-3, IC5-4, IC5-5, IC5-6, IC5-7).

Processes, such as the Budget and Resource Allocation Process and the Faculty Prioritization Process (FPP) are regularly reviewed and where appropriate, changed for improvement. The FPP has evolved over the years. In recent years, the Faculty Prioritization Workgroup, with representation from Deans' Council and the Academic Senate, developed a prioritized list of new and replacement faculty positions based upon input from management and faculty. This process is regularly reviewed by all of the stakeholders (IC5-8, IC5-9, IC5-10). Likewise, the Budget and Resource Allocation Process underwent evaluation and was revised to increase efficiency and improve how budget decisions are made (IC5-11, IC5-12, IC5-13, IC5-14, IC5-15).

The Reengineering Sierra College for Student Success (R4S) process that the District is currently undergoing is a systemic change in how our students are being guided as they pursue their educational goals. At the heart of the changes entailed by R4S is the utilization of Guided Pathways to provide students with a clear path from start to finish of their educational experience (IC5-16). The R4S Workgroup provided the framework for faculty to develop model academic plans (templates) of the pathways for each degree and certificate, which are available to students in DegreeWorks and posted on the website (IC5-17, IC5-18, IC5-19, IC5-20). Another aspect of the new process is the use of Interest Areas which group together programs which share characteristics and courses to allow flexibility to students as they embark upon their journey (IC5-21, IC5-22).

IC6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.

The total cost of education at Sierra College can be found on the college website as well as in the catalog (IC6-1, IC6-2). The College also has a Net Price Calculator that estimates the cost to a student that includes tuition and fees, books, room and board and other expenses (IC6-3). The on-line class schedule also displays an icon to indicate courses having zero text book costs or using other open educational resources (IC6-4).

IC7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Sierra College assures institutional and academic integrity through the development of Board Policies (BP) and Administrative Procedures (AP) and the development of a culture supporting the free pursuit and dissemination of knowledge in an atmosphere of intellectual freedom for all constituencies. BP 4030 establishes the College's commitment to academic freedom in terms of the American Association of University Professors' (AAUP) "1940 Statement of Principles on Academic Freedom and Tenure" (IC7-1, IC7-2). Because the scope and procedures governing academic freedom for faculty constitute a work condition, the actual policies appear in the Sierra College Faculty Association (SCFA) contract (IC7-3). Faculty obligations and responsibilities to students, including students' rights to academic freedom, appear as criteria in the evaluation processes presented in the SCFA contract and for all staff in AP 3050, the Institutional Code of Ethics (IC7-4, IC7-5). BP and AP 3900 describe the philosophy, rules, and procedures guiding the "Time, Place, and Manner" of speech on campus; the policy and procedure reflect the philosophical position on academic freedom established in BP 4030 (IC7-6, IC7-7). BP and AP 5530, "Students' Rights and Grievances," guarantee students' rights to "free expression" and establish grievance procedure if these rights have been violated (IC7-8, IC7-9). Staff, students, and the general community can view board policies directly from the College website, while the SCFA contract appears on the Human Resources public page on the College website (IC7-10, IC7-11, IC7-12, IC7-13). The Sierra College Catalog includes specific descriptions of academic freedom and students' rights and obligations under college rules governing free speech and inquiry (IC7-14, IC7-15).

IC8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Sierra College establishes clear Board Policies (BP), Administrative Procedures (AP), promoting honesty, responsibility, and academic integrity and makes these and related documents available to staff, students, and the general community. BP 2715, "Board of Trustees Code of Ethics" describes the obligations of the Board in supporting the goals of this standard in promoting honesty, responsibility, and academic integrity (IC8-1). AP 3050, the "Institutional Code of Ethics" establishes professional ethical standards guiding the College collectively and according to employee type—faculty, classified, and management (IC8-2). Contracts with each collective bargaining unit—Sierra College Faculty Association (SCFA) and Federation of United School

Employees (FUSE)—further describe the central role of honesty, responsibility, and academic integrity (where applicable) in establishing professional obligations and criteria for evaluation (IC8-3, IC8-4). Several policies and administrative procedures establish the codes of student behavior, including academic honesty and the consequences for dishonesty. BP 5500, "Standards of Student Conduct," describes general rules for student conduct and causes which could lead to disciplinary action; the disciplinary process is presented in detail in AP 5520, "Student Discipline Procedures and Due Process" (IC8-5, IC8-6). BP 5515, "Honesty in Academic Work," specifically defines academic honesty and integrity; AP 5515, "Honesty in Academic Work," describes typical violations of academic honesty and lists options for instructors in dealing with these violations (IC8-7, IC8-8). Staff, students, and the community can access policies and contracts through the Sierra College website and review essential information in the Sierra College Catalog (IC8-9, IC8-10, IC8-11, IC8-12, IC8-13).

IC9. Faculty distinguish between personal convictions and professionally accepted views in a discipline. They present data and information fairly and objectively.

As discussed in Standard 1C7, Sierra College maintains a board policy in support of academic freedom (IC9-1). That policy delineates that faculty should "not introduce into their teaching controversial matter that has no relation to their subject." Furthermore, the policy states that information shared by faculty with students "should at all times be accurate." The current Sierra College Faculty Association (SCFA) contract, Article 24, also specifies that faculty are expected to "[c]learly differentiate to students the expression of a faculty member's personal opinions or convictions from the objective presentation of theory, fact, or ideas" (IC9-2). As part of the faculty evaluation process, students are asked to provide feedback as to the degree to which the instructor grades fairly and is accepting of differing viewpoints (IC9-3). The student feedback is then incorporated into the Committee Evaluation Report for Tenured, Tenure Track, and Non-tenure track positions (IC9-4, IC9-5, IC9-6).

IC10. 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 and student handbooks.

Sierra College does not require staff, faculty, administrators, or students to adhere to specific beliefs or world views.

IC11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Sierra College does not operate in foreign locations.

IC12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a

time period **set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.**

Sierra College is committed to complying with all eligibility requirements, Accreditation Standards and Commission Policies, and guidelines necessary to maintain full accreditation status (IC12-1, IC12-2). Sierra College publishes its current accreditation status on its homepage (IC12-3) and maintains a dedicated webpage to publish correspondence from the ACCJC to Sierra College (IC12-4), which includes records of commission decisions, reports, and site visits.

Sierra College has been diligent about meeting requirements within a specific time period when required to do so (IC12-5, IC12-6, IC12-7, IC12-8).

IC13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Sierra College publishes a code of ethics for each of its employee groups (IC13-1) and Board of Trustees (IC13-2) that defines the need for individuals to act with honesty and integrity in their roles and as representatives of Sierra College. Sierra College maintains policies on conflict of interest (IC13-3, IC13-4). Sierra College publishes its current accreditation status on its homepage (IC13-6) and in its catalog (IC13-5), and maintains a dedicated webpage to publish correspondence from the ACCJC to Sierra College (IC13-7), which includes records of commission decisions, reports, and site visits. The College makes good faith efforts to remain in compliance with all regulations and statutes and has developed policies and procedures to that effect across all college functional areas (Instruction, Student Services, Business Services, and Human Resources). Those policies are published on the Sierra College website and are collected in a single comprehensive list (IC13-9).

Sierra College is accredited through the ACCJC for all educational programs and maintains eligibility to offer a nursing program through the California Board of Registered Nursing (BRN), a Fire Academy through the California State Fire Marshal (IC13-11, IC13-12). The nursing program lists the requirements for nursing and its accrediting bodies in the Sierra College Catalog, as well as posts relevant BRN regulations to its webpages and links to both the BRN and National Council of State Boards of Nursing (IC13-10).

IC14. The institutions ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Sierra College is a public, two-year College that directly serves Placer, Nevada, Yuba, El Dorado, and Sacramento Counties, while indirectly serving the greater Sacramento Metropolitan and the greater Lake Tahoe areas (IC14-1). Further, as part of its mission, Sierra College is committed to a "challenging and supportive" learning environment for all students *with a focus on access, equity, student-centered learning, and achievement"* (IC14-2). While Sierra College

is committed to enhancing our communities, the institution is not seeking to create financial returns or contributions for a parent organization.

Standard IC Evidence

IC1-1	SC_Website-201808
IC1-3	My_Sierra_Instructions_Online_201808
IC1-4	Summer_Jam_Brochure
IC1-5	Hub Tours
IC1-6	Admissions HS Students 201808
IC1-7	SC Promise 201808
IC1-8	Student Events 092518
IC1-9	Board-Policy-1200
IC1-10	Assessment Guidebook
IC1-11	Accreditation Website
IC1-12	Academics Website
IC1-13	Interest Areas Website
IC1-14	Student Services Website
IC1-15	Advanced Manufacturing Website
IC1-16	SC Class Schedule
IC1-17	Administration of Justice 2018-2019 Catalog
IC1-18	Tech Review Schedule S19
IC1-19	Sierra Class Sched Dev BPA Report FINAL
IC1-20	Student Rights Webpage
IC1-21	Student-RightsResponsibilities-Handbook 2018
IC1-22	Sierra-Student-Athlete-Handbook
IC1-23	Student-Employment-Handbook
IC1-24	Students_Accreditation_SLOs
IC1-25	Faculty_Learning_Outcomes_201808
IC1-26	Course_Schedule_NRSR0017_SLOs
IC1-27	Student Rights Website
IC1-28	Assessment-Guidebook
IC1-29	Accreditation Website Part 2
IC1-30	Accred-Info-Catalog 2017-18
IC2-1	Catalog Website
IC2-2	2018-2019 Catalog
IC2-3	Academic_Calendar_2017-2018
IC2-4	Student Rights 2017-2018 Catalog
IC2-5	Financial Aid 2017-2018 Catalog
IC2-6	Course Descriptions 2017-2018 Catalog
IC2-7	Board-Policy-4020

2019

Standard II

Student Learning Programs
and Support Services

SIERRA
COLLEGE

Standard II – Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessment available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all institutional programs and student and learning support services offered in the name of the institution.

Standard IIA - Instructional Programs

IIA1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

All of the District's instructional programs, regardless of location or modality, are consistent with its mission (IIA1-1). The curriculum development process ensures that courses, certificates, and degrees are consistent with the institutional mission statement and Title 5 guidelines and are appropriate for higher education (IIA1-2). Additionally, the first question on the College's Program Review template asks, "How does your program support the mission?" (IIA1-3).

The College ensures that its educational programs culminate in degrees or certificates that prepare students for the workplace or transfer to four-year institutions. Sierra College primarily serves Placer and Nevada County, as well as portions of Sacramento, El Dorado, and Yuba Counties. As such, Sierra College ensures community representation through an elected board and, for Career and Technical Education (CTE) programs, advisory boards that meet regularly to ensure programs and coursework are aligned with local needs (IIA1-4, IIA1-5, IIA1-6, IIA1-7). As an institution that facilitates transfer, Sierra College offers 27 Associate's Degrees for transfer, as well as offering students Transfer Articulation Agreements for a variety of other programs and colleges (IIA1-8, IIA1-9). The College awarded 3295 degrees and certificates in 2017-18 (IIA1-10). To help departments see their own data relative to awards and see how students are progressing toward their educational goals, in Spring 2018, departments were introduced to data dashboards in the College's first-ever internal conference focused on student success (IIA1-11). The dashboards allow departments to review a wealth of information about their students, including degree completion rates which provide a starting point for conversations about the length of time to earn a degree or transfer (IIA1-12). The institutional shift to data

transparency has led to more data informed conversations and decision making that has positively contributed to existing processes.

Sierra College uses three well-defined institutional processes to ensure that its programs result in the attainment of identified student learning outcomes: Curriculum Review, Educational Effectiveness, and Program Review.

Curriculum Review: The Curriculum Committee reviews new and revised courses and programs and ensures that the College's courses and programs have outcomes and will culminate in the attainment of the identified learning outcomes (IIA-2). Recently the committee adopted the task of approving Course SLOs (CSLO) and Program SLOs (PSLO) for all programs and courses. An SLO rubric tool was approved by the committee to help departments develop useful SLOs (IIA1-13). Having well–written outcomes is the first step in assuring that programs lead to learning outcome attainment.

Educational Effectiveness: The second step relative to outcome attainment is monitored by the Educational Effectiveness Committee (EEC). The EEC's primary mission is "to ensure that student learning is regularly and skillfully assessed through the analysis of evidence-based assessment results to assist in improving instructional programs, student services, and administrative programs" (IIA1-14). During the 2014-2017 SLO assessment cycle, 86 percent of courses had at least one outcome assessed. If departments fall behind on assessment of their SLOs, SLO Assistants (faculty assigned to support outcomes assessment), and the Vice President of Instruction work to resolve deficiencies (IIA1-15). Following the College's established SLO process, departments meet twice a year on Planning and Assessment Day (P&A Day) to discuss the results of program and course outcome assessments. Results are posted on the Accreditation website (IIA1-16, IIA1-17). In response to the 14 percent of courses without assessments, the EEC determined it would help facilitate greater participation across the campus by modifying its process in two ways: including a new tracking form to help Department Chairs monitor progress and receive feedback about assessment participation and scheduling time for SLO assistants to work with assigned departments each flex week to help with P&A Day activities (IIA1-18).

Program Review: The third step in assessing outcome attainment occurs in the College's Program Review process. Program Review utilizes a peer review format to evaluate all programs (IIA1-19). Every three years, program faculty evaluate the program's relevancy, currency, effectiveness and resources (IIA1-3). One particular area of the Program Review template addresses outcomes in relation to the program's effectiveness: "Analyze your program's assessment of course outcomes, analysis of results, and improvements/changes made to the program as a result of this assessment. Please provide specific data and analysis in the space provided." For example, in its most recent PR Philosophy identified wide variations in outcome assessment results in several courses and implemented several targeted improvement plans, including PASS peers and assignment and assessment rubrics (IIA1-20).

Distance Education: The District has a clear process in place to ensure that classes taught through distance education are equal in content and rigor to classes offered in other modalities and meet the Federal Regulations for Distance Education. The District's policy on Distance

Education includes a definition of distance education and describes the process for online course approval, including certification that the course meets the same standards as courses taught through traditional methods and includes instructor-initiated, regular effective contact (IIA1-21). A more detailed definition of online and correspondence courses is available on the Distance Learning web page (IIA1-22). The SCFA agreement also states that online instruction shall include regular and substantive interaction between students and faculty (IIA1-23). Changes to the Federal Regulations for Distance Education are communicated to faculty teaching online by the Distance Learning Coordinator (IIA1-24).

The District has a rigorous training and approval process in place to assure that online courses are equivalent to face-to-face courses and that instructors can support student success in an online environment. Before instructors are first assigned an online or hybrid course, they must complete extensive online training, either through @ONE or through Sierra College, which includes best practices on "regular and substantive interaction" (IIA1-25). Additionally, 25 percent of the course must be approved by the Distance Learning Committee (a standing subcommittee of the Academic Senate) prior to first offering. A rubric is used during the process to ensure course quality (IIA1-26). Subsequent courses by the same instructor go through a modified approval process. As of Fall 2018, all new online courses must be ADA compliant (IIA1-27). Courses that were approved prior to Fall 2018 must be certified ADA compliant by Fall 2020 (IIA1-28). Faculty who teach online or hybrid courses are evaluated in those classes every three years (IIA1-29).

The District uses Canvas as its learning management system (LMS). Canvas includes considerable functionality that facilitates substantive interaction between students and faculty and among students, including discussion boards, group assignments, collaborative activities, wikis, announcements, audio and video segments, grading feedback, conference tools, and messaging Inbox.

Each student taking a course must use their unique mySierra secure log-in and password to access a course in Canvas. This password authentication that uniquely identifies the student ensures that they are in fact the student registered for the course, completing the material and receiving the academic credit (IIA1-21, IIA1-30).

IIA2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

High quality academic and professional standards and expectations for all faculty are maintained through meeting state standards, development and use of appropriate policies and processes, peer evaluation of instruction, ongoing professional and organizational development opportunities, and curriculum development and program review. Together these practices provide a framework

for faculty to improve instructional courses and programs by evaluating and improving teaching and learning strategies to promote student success.

All newly hired faculty are required to meet minimum qualifications and subject to regular peer and self-evaluations as outlined in the Sierra College Faculty Association (SCFA) contract (IIA2-1, IIA2-2, IIA2-3). Additionally, full-time faculty go through a rigorous tenure process that focuses on supporting and improving classroom instruction and professional development (IIA2-3). The hiring, tenure, and evaluative processes ensure that students consistently receive expert subject matter instruction (IIA2-4, IIA2-5, IIA2-6, IIA2-7, IIA2-8, IIA2-9, IIA2-10).

Sierra College maintains a Professional and Organizational Development (POD) office, which coordinates faculty and staff development opportunities. Professional and organization development opportunities that provide specialized and advanced training in areas of pedagogy, learning gaps and student success, outcomes assessment, accessible online course development, and alternative hands-on teaching methods are available to all faculty. Full-time faculty participate in New Faculty Academy which informs faculty of SCFA contract guidelines and obligations as well as a complete orientation of campus resources and student services. As of the 2019-20 academic year, incoming full-time faculty receive a 20 percent reassignment in the fall semester to participate in an expanded NFA that includes extensive equity training and an action research project designed to improve teaching (IIA2-11). Part-time faculty are offered an abbreviated orientation and can take advantage of various flex opportunities each semester (IIA2-12). The District compensates part-time faculty to attend key trainings, such as the Spring 2018 conference focusing on student success and the Spring 2019 Equity Summit.

The Curriculum Committee works with faculty to create new courses that are aligned with industry or academic standards. All courses must undergo the Curriculum Review process every six years as outlined in the Curriculum Handbook (IIA2-13). As of spring 2019, 91 percent of courses are on schedule. Courses that are more than four semesters late are referred to the Vice President of Instruction (IIA2-14). The Course Outline of Record (COR) documents Title 5 of the CA Code of Regulations requirements, including student learning objectives and outcomes, distance learning augmentation, resource impacts and degree or certificate alliance (IIA2-15). Faculty use the COR as the primary document for developing syllabi. All faculty, students, and community members can access Sierra's CORs through the public version of WebCMS (IIA2-16, IIA2-17).

Student learning outcomes (SLOs) are the foundation for ensuring student learning. Outcome assessments are administered systematically in each course and reviewed regularly by faculty during Planning & Assessment (P&A) Day meetings, held once each semester. To encourage full participation, part-time faculty who participate in P&A meetings are compensated for two hours at their lab rate. Faculty engage in meaningful discussion surrounding course and program improvements and resources—such as professional development, facilities, instructional supplies and human resources—are identified (IIA2-18, IIA2-19, IIA2-20). Assessment procedures are available on Sierra's Accreditation and SLOs webpage including the Assessment Guidebook; institutional, program, and course SLO statements; data collection and reporting forms; and assessment results (IIA2-21). The assessment process is supported by the EEC and four SLO assistants who work with department chairs to develop and update learning outcome statements

and are responsible for data transfer for reporting. As of Spring 18, 86 percent of courses have had at least one outcome assessed within the last three-year cycle (IIA2-22).

The Program Review cycle integrates the curriculum and outcomes assessment processes in a complete analysis of program relevancy, currency, effectiveness, and resource use. Each program completes a comprehensive program review every three years to ensure program quality and identify opportunities for improvement. Faculty work collaboratively to assess the program's significance to its students, the College, and the community; the currency of program curricula as dictated by Title 5; the currency of efforts in meeting accreditation standards as well as improving pedagogy and engaging in professional development; the effectiveness of the program in light of traditional measurements; and the adequacy of current resources available to the program and justification for additional resources required to achieve planning goals (IIA2-23). As of Spring 2019, 49 out of 53 educational programs are current in Program Review; plans are in place for the remaining programs to be current by Fall 2019. Two programs, Construction and Engineering Technology and Automotive Technology, are in the program vitality process and are exempt from program review at this time (IIA2-24).

IIA3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. Twice a year departments participate in a campus-wide Planning and Assessment Day (P&A Day), set as every Tuesday during professional development/flex weeks (IIA3-1, IIA3-2). During this workday, full-time and part-time faculty in instruction and student services engage in comprehensive discussions to update SLOs, review curriculum, analyze SLO assessment results, identify gaps and improvement plans, address program review, update department resource requests relating to SLO assessments. Two forms are used during P&A day to capture the assessment dialog:

1. Student Learning Assessment Summary (SLAS) forms are completed by faculty and staff to evaluate assessments of SLOs. The SLAS form includes an option to connect resource requests (ePAR - electronic Program Assessment and Review) to SLO assessment results. All courses are to have at least one outcome assessed every three years (IIA3-3).
2. Department Assessment Analysis (DAA) forms are used to capture the meaning of all of the SLAS results and to help departments evaluate their assessment efforts and/or plan future actions for improvement. Results of the DAA form reveal cumulative trends and assist departments in identifying program resource needs identified in the three-year Program Review process or annually through ePAR requests (IIA3-4).

A comprehensive Assessment Guidebook outlines the need for assessment, its principles, the assessment process, cycle, responsible parties, and faculty resources (IIA3-5). Faculty support for the development and documentation of outcomes and the administration of assessments is provided by the Educational Effectiveness Committee (EEC), which works to ensure that student learning is regularly assessed and results analysis assist in improving instructional programs, student services, and administrative programs. From 2014-2017, 86 percent of courses had at least one outcome assessed (IIA3-6).

Educational program learning outcomes (PSLOs) are developed as part of the degree and certificate approval process through the Curriculum Committee and are approved through the CCCCO. PSLOs for each award are listed in the catalog (IIA3-7). As identified in the College's SLO process, every department maintains a spreadsheet that aligns CSLOs to PSLOs to ISLOs. Through direct and indirect assessment methods, all department PSLOs are assessed every three years (IIA3-8, IIA3-9). Departments evaluate outcome assessments every semester during Planning and Assessment Day and capture the meaning of the results in the DAA form. Additionally, in the Program Review process, departments are asked to evaluate their program's effectiveness "in light of outcome assessment" and "analyze the program's assessment of learning outcomes" (IIA3-10). Ninety-two percent of programs are current with their Program Review and have analyzed their program's outcomes (IIA3-11, IIA3-12).

Four instructional SLO assistants are responsible for initiating and monitoring the SLO process at the College. SLO assistants act as auditors and follow a documented schedule as part of their job description (IIA3-2). The institutional procedures serve to guide departmental assessment participation utilizing a tracking form for CSLOs and PSLOs and closing the loop conversations captured in the DAA form. Tracking forms are forwarded to the Educational Effectiveness Committee co-chairs who prepare a final summary report to the Academic Senate, Deans, Vice President of Instruction, and Strategic Council. Although the College "regularly assesses outcomes," following the review of the last 3-year cycle, the Educational Effectiveness Committee made recommendations to Strategic Council regarding assessment participation (IIA3-6). Two areas were identified:

1. Professional Development
   - Develop PD opportunities that assist faculty in building competencies related to meaningful assessment.
   - Develop PD opportunities to increase the effectiveness of assessment practices in order to equitize student achievement
2. Assessment Management Technical Assistance
   - Continue comparing alternatives for an assessment management system

The College collectively agrees that the process for tracking and reporting the results of SLO/PSLO assessments is cumbersome and redundant. The Instruction Office has prioritized this recommendation and is expediting its search for software packages that can better align and more easily track CSLOs and PSLOs and make it easy and efficient for departments to record the results of assessment (IIA3-13). In preparing the ISER, the recommendation for professional

development to address assessment challenges emerged as the subject for the Quality Focus Essay.

Course Outlines and Syllabi

The Institution and all educational programs and courses have identified student learning outcomes and regularly assess and analyze those outcomes to gain meaningful information useful to improve student success. All Sierra College courses have course learning outcomes as part of the Course Outline of Record (COR). When developing curriculum, Sierra College faculty follow procedures outlined in the Curriculum Handbook, which establishes the process for the development of programs and the COR (IIA3-14). Course Student Learning Outcomes (CSLOs) are formally documented in an attached form to the COR (IIA3-15). CORs are approved through the Chancellor's office and are reviewed on a six-year cycle. The Faculty Handbook establishes all of the content required on each syllabus and links to the relevant handbooks and webpages for faculty use (IIA3-16).

Syllabi, which are required in all course sections, must list the CSLOs from the course's COR. Instructors submit their syllabi to the division office each semester and the division deans check for compliance.

IIA4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Foundational courses at Sierra College are distinguished from college-level curriculum through the course numbering system. Course descriptions in the catalog and class schedule denote whether or not a course is transferrable, degree-applicable, and credit bearing. If the course is specifically transferrable to a University of California (UC) or California State University (CSU), it is noted. Pre-collegiate and college course sequences are designed to ensure students have the necessary skills to succeed in each subsequent course (IIA4-1). Through Summer 2019, students may be placed into pre-collegiate coursework using one of several methodologies, such as based on high school transcript information or via a standardized placement test.

Beginning in the Fall of 2019 and in compliance with Assembly Bill 705, Sierra College will rely primarily on high school transcript information for placing all students into English and mathematics coursework at the transfer level either with or without concurrent support (IIA4-2). Students needing pre-collegiate English-as-a-Second-Language (ESL) coursework will be placed through the use of a standardized assessment while Sierra College validates a guided self-placement model. In order to support students who may be underprepared for transfer level coursework, Sierra College English and mathematics programs have developed support courses, such as Math 13S, to help provide additional support to students who may have previously placed into pre-collegiate coursework (IIA4-3). Additional support will be offered through programs like PASS Peers, in which student tutors are embedded in a section, and Success Academies, open-entry/open-exit non-credit modules (IIA4-4). Students who do not feel that they are prepared for college-level math or English courses will be able to decline placement and enroll in a pre-collegiate level credit course.

In addition to supplemental courses, Sierra College has tutoring centers at the Rocklin, Nevada County Campus (NCC), and Tahoe Truckee, as well as offering Online Tutoring via local tutors and through Tutor.com (IIA4-5). Tutors must meet certain competency requirements and are required to undergo training, such as coursework SD1 or through College Reading and Learning Association (CRLA) certification. In addition to general tutoring, Sierra College offers a form of supplemental instruction referred to as the PASS peer program. PASS tutors provide directed assistance to the students in those classes during class and in special study groups outside of class. The Rocklin campus also offers specialized tutoring in math, writing, and open computer labs (IIA4-6, IIA4-7, IIA4-8).

IIA5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Sierra College's curriculum and program review processes ensure that all degrees and programs align with Title 5 regulations and all CCCCO requirements and are of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency (IIA5-1, IIA5-2). The College follows the Program and Course Approval Handbook. The College requires a minimum of 60 units for associate degrees (IIA5-3). The College does not offer baccalaureate degrees.

The Curriculum Committee, a standing committee of the Academic Senate, is charged with the approval of all degrees and certificates. Its membership includes faculty from across all divisions including counseling, academic administrators, the Articulation Officer, two classified representatives with relevant job responsibilities, and a student (IIA5-4). The committee's approval process ensures that programs are developed by faculty with appropriate discipline knowledge and are vetted to ensure compliance with all applicable regulations and guidelines as described in the Curriculum Handbook (IIA5-5). The course and program outlines of record, maintained in WebCMS, capture the breadth, depth, rigor, and synthesis of learning in each course and program. The technical review process ensures that courses have appropriate length and credit value. Prerequisite and corequisite content review ensures appropriate course sequencing and time to completion (IIA5-6).

The College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. Relevant board policy and administrative procedure outline criteria and a philosophy for a comprehensive general education that aligns with Title 5 and includes broadly based courses in Natural Sciences, Social/Behavioral Sciences, Humanities, Language and Rationality, Heath Education/Physical Education, and Multicultural Studies. Additionally, it includes demonstrated competencies in Reading, Written Expression, Mathematics, and Oral Communication (IIA5-3, IIA5-7). The Curriculum Committee evaluates each course for placement in the local CSU, and IGETC general education

patterns; the Articulation Office submits course for approval in the CSU and IGETC patterns in accordance with relevant guidelines. Sierra publishes four-year transferability on each course description in the catalog along with an up-to-date listing of GE applicability (IIA5-8, IIA5-9, IIA5-10, IIA5-11).

IIA6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Nearly 80 percent of Sierra College students have an intended educational goal to transfer and/or obtain an associate's degree (IIA6-1). In order to achieve those desired outcomes, Sierra College must provide a course schedule that meets student needs, providing an opportunity for timely completion. Sierra College continues to achieve transfer and degree award rates at or above comparison institutions. For example, Sierra College's graduation rate for the 2012 cohort was 32 percent with comparison institutions at 26 percent. Additionally, in the 2012-13 year, Sierra College awarded 2,529 degrees and certificates while comparison institutions awarded 1,977 (IIA6-2). Currently, Sierra College has a Time to Award between 3.7 years for Skills Certificates to 3.93 for Associate in Science for Transfer (IIA6-3). As demonstrated by the California Community College Chancellors Office Scorecard, Sierra College exceeds the state averages in timeliness to completion of English and Math. The two-year completion rate for Math is 38.2% for Sierra College and 30.4% statewide while the English two-year completion rate is 70.8% for Sierra College and 59.3% statewide (IIA6-4).

Course schedules are developed by the division deans in close collaboration with department chairs. Departments establish regular patterns for offering classes: every semester, once a year, or every other year, depending on degree and certificate requirements and student interest. Classes are scheduled so that all degrees and certificates can be completed within two years. Many departments plan a two-year rotation of courses to assist student planning (IIA6-5, IIA6-6). Certain degrees that include classes requiring specific pre-requisites, such as Nursing or Biology, may take a student longer to complete. If for some reason a student cannot complete a degree or certificate because a specific class has not been offered, they can request a course substitution (IIA6-15).

While the classes required for all degrees and certificates are offered on a cycle that allows for timely completion, in certain high-demand areas the College may not have been offering enough sections to meet student need. As a result, students unable to enroll in needed classes might fill out their schedules with available courses, even if those courses aren't on their educational plans, resulting in excess units at completion. The College has taken several key steps to ensure students can complete their programs of study in a timely manner (IIA6-7, IIA6-8):

- In Fall 2016, as part of our guided pathways efforts, Sierra College's academic departments and student services staff convened to map out over 150 degrees and certificates. Available on the website by department, these templates allow students a roadmap to timely completion of their educational goals and serve as a guide for scheduling courses (IIA6-9).

- In spring 2018, the College contracted with Ad Astra Information Systems to adopt its room optimizing and scheduling analytics software, which are both mid-implementation as of Spring 2019. When fully implemented, the software will pull information directly from student education plans, degree templates, degree audits, and historical course offerings to estimate which courses are needed in what numbers in a given semester (IIA6-10). The College completed a census of classroom space and equipment and is moving to a centralized scheduling office (IIA6-11). A centralized scheduling office will improve the effectiveness of academic maps by identifying high demand courses, opportunities for traditional and non-traditional course offerings, and greater efficiencies in facility use. The early adoption of scheduling software positions the College to meet full-year registration required by our Promise Grant by Fall 2020.
- A temporary position, the Executive Dean of Enrollment Management (EDEM) was created for the 2017-18 academic year. The EDEM's primary role was to work with the division deans to increase enrollments through a course schedule that better met student needs (IIA6-12). The EDEM identified scheduling bottlenecks, monitored course waitlists, and identified ways to optimize the use of classroom facilities. Through these efforts, the College was able to make significant improvements in several areas. In the 2017-18 academic year, 352 FTES of high demand courses were added to the course schedule enabling students to access courses that move them towards their educational goal (IIA6-13). In an effort to communicate to students about newly added high demand courses streamlined communication plans were developed through email as well as through mobile app notification (IIA6-14). While the EDEM position has ended, many of the functions are being continued through the new scheduling office, which (in conjunction with the Ad Astra software) will be able to holistically monitor course offering and enrollment patterns.

IIA7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

The District's mission to serve its diverse student population is reflected in the District's goals and practices related to student equity and success. The District offers courses in a variety of modalities to meet changing student needs. Robust faculty professional development is available to ensure that teaching methodologies are current and effective. In alignment with the Vision for Success goals, the District has made the implementation of a guided pathways framework and reduction of equity gaps its primary focus in 2018-2019 and beyond (IIA7-1).

Delivery Modes

Sierra College supports the diverse and changing needs of its student body by providing a variety of delivery modes from which to choose. Students can select face-to-face web-enhanced courses offered across four campuses on weekdays, evenings & weekends; fully online and hybrid courses; and courses offered with full- and short-term options (IIA7-2). Students seeking to lower their cost of education can find select courses that are marked Zero Textbook Cost (ZTC)

in the class schedule. These modalities accommodate the many scheduling demands of the student by providing options that consider the student's work and personal life as well as their location and transportation limitations.

Teaching Methodologies

Professional and Organizational Development (POD) offers many opportunities for faculty to expand their awareness and advocacy for equity in and out of the classroom (IIA7-3). In spring 2018, Sierra College offered a Student Success Conference, "Looking through a Different Lens," that focused on improving student success by providing breakout sessions for instructional skills, development communities of practices, and spreading high impact practices (IIA7-4). In spring 2019, a one-day Equity Summit aimed to highlight student experiences and draw faculty further into equity awareness and equitable practices (IIA7-5). Other opportunities for faculty participation include CORA training, NCORE participation, Equity & Inclusion Retreat, Kognito and Safe Space trainings.

Learning Support Services

The District offers a variety of learning support services to support student success, further discussed in Standard IIB. These services include the Learning Resource Centers at Rocklin, NCC, and Truckee, math labs, writing centers, PASS peers, tutoring, Student Success Workshops, and the new Success Center. Many of these services are available online. As support services become increasingly important to "keeping students on the path," a pillar of guided pathways, one of the challenges the District will face is keeping access to the improved services equitable across all sites.

The 2015-16 Sierra Student Equity Plan identifies disproportionately impacted student groups and outlines programs and activities aimed to support target student groups. The updated Student Equity and Achievement Plan expands on that work and includes additional, newly identified groups (IIA7-6, IIA7-7). In addition to the programs listed in the Student Equity Plan, the College offers a variety of support programs, such as CalWorks, DSPS, Veterans, First Year Experience (FYE), the Hub/Support Services, EOPS, CARE, CAFYES, Puente, TRiO, and Umoja (IIA7-8). The RISE program, initiated in 2016, provides high-touch direction and support to target student groups through the involvement of counselors, instructors, mentors, coaches and tutors (IIA7-9). The Rocklin campus is home to three Student Engagement Centers (SEC): the Cross-Cultural, Pride, and Gender Resource Centers (IIA7-10). An additional Student Engagement Center is set to be opened at the Nevada County Campus. Each center serves to offer safe spaces and services for students seeking community, leadership training, employment and co-curricular activities. Other student support programs include Guardian Scholars: Former Foster Youth, Honors, International Students, the Lactation Project, Safe Space and the newest, the Undocumented Student Center. Similarly, the Associated Students of Sierra College (ASSC) supports the student body by hosting the Student Senate, multiple campus clubs, and the food pantry (IIA7-11). In collaboration with local high schools, Sierra College offers opportunities for high school students to take college classes: Dual Enrollment where college classes are offered on high school campuses and Academic Enrichment for high school students taking college courses at the College (IIA7-12). The Sierra Promise is to support and improve college readiness

(IIA7-13). Sierra College strives to lead the way in support of equity and success for all students by providing dedicated spaces and programs where students can access the support and guidance needed to achieve their educational, career and personal development goals.

Sierra College assesses its progress in meeting its goals through publicly and internally available metrics and dashboards (IIA7-14, IIA7-15). These data are regularly reported to Sierra College Board of Trustees, Strategic Council, Academic Senate, and other participatory governance bodies (IIA7-16, IIA7-17, IIA7-18, IIA7-19).

IIA8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

The ESL program has a departmental exam to assess the reading and writing in the C classes: 510C, 520C, 530C, and 20C. This assessment process has been in place since spring 2001. Faculty members develop the level-appropriate readings and associated exam prompts, then exam effectiveness is measured using a standardized rubric at a faculty scoring session that includes norming to the rubric before exams are read. For the lowest level noncredit ESL class, ESL 800, faculty use a common assessment/rubric for writing and they have agreed to and developed common guidelines for listening and speaking skills. 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 (IIA8-1, IIA8-2).

Students in the EMT program are required to pass a National Registry of Emergency Medical Technicians (NREMT) psychomotor skills test in HSCI 2 as part of their certification. This test is supervised by the EMT Program Director and administered by section instructors. The department uses the NREMT standardized guidelines to administer testing and also to provide remediation if needed for the students. The department uses ongoing quality assurance, department review, and ongoing communication to insure consistency and is currently developing a single testing process to further ensure all EMT students enrolled in multiple sections will be tested fairly and exactly the same (IIA8-3).

IIA9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

All District course credit, degrees, and certificates are awarded based on the attainment of student learning outcomes. All approved courses have CLSOs, which are aligned to PSLOs, and finally to the four ISLOs (IIA9-1, IIA9-2).

Student learning outcomes for all courses and programs are developed and maintained through the collaborative work of faculty, department chairs, SLO assistants, the Educational Effectiveness Committee, and the Curriculum Committee. Outcomes for all active courses are assessed within a three-year cycle by participating faculty. Program outcomes are assessed directly and indirectly by way of course outcomes assessments. For example, the Business Department assessed communication skills in courses across its programs and found that students needed to enhance their business writing skills. As a result of this assessment activity, faculty identified an action plan to create a department website in Canvas that includes content and resources for faculty to use to improve student learning. The latest communication assessment (post-website development and launch) was administered in 2019 and results are scheduled to be reviewed during the Fall 19 Planning and Assessment Day (IIA9-17, IIA9-3). Utilizing predetermined assessment criteria, results are described as Mastery, Proficiency and Unsatisfactory (IIA9-4). Program and course assessment results are tracked using the Student Learning Assessment Summary (SLAS) form and Departmental Assessment Analysis (DAA) forms, which capture the meaning of assessment and assist in closing the loop. Assessment Summary data is compiled and published each term along with the DAA form on the Accreditation and SLOs (IIA9-5).

Course outcomes are published for student viewing on course syllabuses and for the public in the class schedule and as part of the course outline of record (IIA9-6). Program outcomes are provided to students and the public through the college catalog (IIA9-7). Institutional outcomes are available on the Sierra College website and posted throughout campus for student viewing (IIA9-8). Widely communicated outcomes provide students with a specified list that describe the meaning of their academic achievement.

Outcome statements, assessments, and course and program improvements are reviewed each term by department faculty during Planning and Assessment Day meetings. Revisions of existing outcomes and additions of new outcomes are documented in Form E of the COR (IIA9-2, IIA9-9). In addition, department chairs and SLO assistants work to develop high-quality descriptive outcome statements and maintain each department's SLO Spreadsheet utilizing an outcome rubric (IIA9-10). The Spreadsheet contains institutional, program and course outcome statements, their mapping, and the department's assessment schedule (IIA9-11). Outcome assessments are reviewed for their capacity to evaluate student learning accurately and reliably. Disparities and inequities are identified, solutions are discussed, resources are requested, and pedagogical adjustments are made for the following assessment. For example, the Photography department has continued to assess and make changes to how PHOT 60A (Elementary Photography) is taught and Chemistry has used P&A day to evaluate and make changes to its Chemistry 1B lab manual based on its acquisition of PASCO lab equipment (IIA9-12, IIA9-13). Reflections on current and past assessment results and actions are documented on the DAA form.

Sierra College adheres to federal regulations for awarding credit based on lecture or laboratory standardized meeting times (IIA9-14, IIA9-15). Courses require a minimum of three hours of student work per week, per unit for the equivalent of an 18-week semester. One unit of lecture requires one hour of class time and two hours of outside study or homework per week. As

laboratory courses require minimal study/work outside of class, one unit of laboratory requires three hours of class time per week. Reference materials that explain scheduling guidelines and regulations are maintained by the Instruction Office for use by all administrative assistants who schedule courses in Banner (IIA9-16).

The District does not offer courses or programs based on clock hours.

IIA10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Sierra College has approved policies and procedures to address transfer-of-credit from and to other institutions.

Students can access these in multiple ways: through Sierra College Catalog, in which transferability of courses to the California State University, the University of California, or both, is found in each course description; through ASSIST; and through counselors (IIA10-1, IIA10-2, IIA10-3). When new students enroll at Sierra, they go through Career and Assessment Planning (CAP). During that planning, an Intersegmental General Education Transfer Curriculum (IGETC) form is completed where appropriate (IIA10-4). Students are able to choose the appropriate transfer classes depending on their educational goals. Listings of the course requirements for UC, CSU, and a local Associate degree are available to every student in the counseling office and Sierra College catalog (IIA10-5, IIA10-6, IIA10-7). Sierra College maintains articulation agreements with California public universities, and these agreements can be viewed on assist.org (IIA10-8).

Students, counselors, staff, and the general public can also verify the comparability of classes from institution to institution via Sierra College's participation in C-ID (Course Identification Numbering System). C-ID approval is indicated in each course description (where applicable), as well as a comprehensive list in the catalog. The C-ID website (www.c-id.net) is public, and approvals for Sierra College courses can be accessed by anyone (IIA10-9).

Courses taken through Dual Enrollment appear on students' transcripts once they pass the course, just as with any other course taken at the College. Sierra College maintains course-level 2+2 articulation agreements with many of its feeder high schools, primarily in CTE areas. After completing the articulated course at the high school and then completing any credit course at Sierra College, students can apply to have the articulated course shown on their transcript (IIA10-10).

Students transferring to Sierra College receive credit for all lower-division, degree-applicable, credit courses completed at regionally accredited institutions (IIA10-11). When

counselors are uncertain about specific course equivalencies, a Course Substitution petition is sent to the relevant discipline faculty for review; then forwarded to the Division Dean for final approval. Course substitution petitions are available in counseling and division offices (IIA10-12).

The coursework policies and procedures are reviewed on a regular basis through our Academic Senate, Strategic Council, and approved by the Sierra College Board of Trustees. The specific district policies regarding transfer of credit are BP 4050, AP 4050, and AP 4100 (IIA10-13, IIA10-14, IIA10-15).

IIA11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Institutional Student Learning Outcomes (ISLOs) are the specific, observable or measurable results that are expected subsequent to the overall learning experience at the institution. The District's ISLOs encompass the whole student experience and include outcomes in the following four categories:

- Communication (Read, Listen, Write, Dialogue)
- Technology and Information Competency (Technical Literacy, Apply Technology, Access Information, Evaluate and Examine Information)
- Critical and Creative Thinking (Inquire, Analyze, Problem Solve, Express)
- Citizenship (Ethics, Diversity, Sustainability/Global Awareness, Personal Responsibility)

Every instructional department maintains an SLO Mapping and Planning spreadsheet that contains ISLOs, aligning to major/program specific PSLOs, aligning to course CSLOs (IIA11-1). According to the College's Assessment Guidebook, "All CSLOs must map to at least one PSLO which must map to at least one ISLO" (IIA11-2). The Mapping and Planning Spreadsheets are available by department on the SLO Assessment Team site. As shown in the documented SLO spreadsheets, 100 percent of Instructional programs have outcomes aligned to Institutional Outcomes (IIA11-3).

The College follows a three-year assessment cycle for courses and programs. Through this assessment schedule, ISLOs are simultaneously assessed. Planning and Assessment Day is scheduled each semester during flex week; every department is expected to schedule a two-hour meeting to discuss assessment results and formulate action plans utilizing two required forms: the Student Learning Assessment Summary (SLAS) form and the Departmental Assessment Analysis (DAA) form (IIA11-4, IIA11-5). Program outcome results and any changes to programmatic outcomes are discussed during Planning and Assessment day. All departmental conversations and recommendations for improvements and resource requests are captured in the DAA form and posted to the Results and Reports webpage on the Sierra College Accreditation and SLO website (IIA11-6, IIA11-7). For example, following the Spring 2016 assessment cycle,

results indicated a resource need in Anthropology. The faculty team identified missing materials in the Science building classrooms, and the Anthropology Department purchased NA Maps for improving the teaching environment across all courses in the program (IIA11-8). In 2016-17, the Chemistry department utilized assessment results to identify an opportunity to revise lab manuals to improve the student learning experience (IIA11-9).

IIA12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

As indicated in the Sierra College Catalog, all associate's degrees require the completion of a general education (GE) pattern: either IGETC, CSU GE Breadth, or our locally defined GE pattern (IIA12-1). The District's criteria and philosophy for GE are clearly expressed in District policy and are based on Title 5, Education Code Regulations, Section 55806: Minimum Requirements for the associate degree and CSU Executive Order No. 595 outlining general education breadth requirements (IIA12-2, IIA12-3, IIA12-4, IIA12-5). Sierra College's local GE pattern include requirements in Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health Education/Physical Education, and Multicultural Studies. Additionally, it includes demonstrated competency in Writing, Reading, Oral Communication, and Mathematics (IIA12-6). Requirements for the CSU GE and IGETC patterns are determined and maintained by the governing bodies at those institutions.

Discipline faculty may request inclusion in CSU, IGETC, and/or local GE patterns through the curriculum approval process (IIA12-7). The committee evaluates a course's learning outcomes to assure that they have the appropriate breadth, depth and rigor for inclusion in one or more of the GE patterns. Local GE is updated in the catalog after final approval from the Board of Trustees. Using ASSIST, the Articulation Officer submits courses for CSU GE Breadth and IGETC annually, according to guidelines found in the California Articulation Policies and Procedures Handbook, the Standards, Policies, and Procedures for Intersegmental General Education Transfer Curriculum, and the Guiding Notes for CSU Reviewers.

IIA13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

All degree programs offered by the District require the completion of at least 18 units taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California (UC) or the California State University (CSU) (IIA13-1, IIA13-2). Currently, the catalog lists 29 ADTs and 56 Local Associate's Degrees.

Degrees are approved in accordance with District policy through the Curriculum Committee process as described in the Sierra College Curriculum Handbook and the PCAH (IIA13-3, IIA13-4).

Faculty with discipline expertise propose programs, which are vetted by the area dean and the full committee for adherence to appropriate guidelines and policy, including

- That it includes appropriate CSLOs and PLOs;
- That it is for purposes of transfer, occupational preparation, or career supplementation or upgrade;
- That the proposal considers job market and other related information for occupational and career technical programs; and
- That the program provides systematic instruction in a body of content or skills whose mastery forms the basis of the student grade (IIA13-5, IIA13-1).

After approval by the committee and the Board of Trustees, the Office of Instruction submits proposed degrees to the CCCCO for final approval.

IIA14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Sierra College offers 24 programs that directly relate to local labor market needs. Career-Technical Education curricula is based on labor market needs, new technology and other workplace skills necessary for graduates, as established by industry advisory board input and consultation, as well as information and data from regional and statewide partners such as the North Far North Regional Consortium, professional associations, Workforce Development Boards, the North Region Center of Excellence, Deputy Sector Navigators, foundations and economic development agencies (IIA14-1, IIA14-2, IIA14-3, IIA14-4, IIA14-5, IIA14-6).

An analysis of metrics for the most recent year of complete data demonstrates the relevancy and impact of students completing CTE degrees and certificates at Sierra College. The percentage of students employed in the second and fourth fiscal quarters after exit and the percentage who attained a living wage are at or above regional and state medians. The most recent data for percentage of CTE students working in a job closely related to their field of study (2014-15) shows that the District is slightly below the state median but in line with the macroregion (IIA14-

7). Perkins IV Core Indicators data also shows a high percentage of students achieving employment after completion (IIA14-8).

Sierra College's nursing program requires external licensure after completion. Licensure pass rates are available to the public on the California Board of Registered Nursing website and linked to from the program's web page (IIA14-9). Pass rates for the past five years have been between 92 percent and 100 percent, indicating that program graduates are well-prepared for licensure (IIA14-10).

Sierra College's Welding Department offers nine different certifications during the summer semester. Students are certified by American Welding Society Certified Welding Inspectors who are not the instructors of the class. Pass rates for Summer 2018 certifications were 92 percent (IIA14-11).

IIA15. 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.

The District ensures that when programs are eliminated or significantly changed, current students are able to complete their education in a timely manner with as little disruption as possible. Even when a program is changed or eliminated, students who maintain continuous enrollment retain their current catalog rights (IIA15-1). The District's Program Vitality policy establishes the process by which an educational program is substantively changed or eliminated when it no longer meets the needs of the college community; the policy on Strategic Reduction of Educational Programs sets the process for determining program reductions required because of a need to downsize the institution (IIA15-2, IIA15-3, IIA15-4, IIA15-5).

In the 2017-2018 and 2018-2019 academic years, two educational programs, Construction and Energy Technology and Automotive Technology, were taken through the Program Vitality process. Substantive changes were made in both programs as a result of the process, including the elimination of some degrees and awards in the 2019-2020 catalog as the programs were refocused to better align with regional labor market needs (IIA15-6, IIA15-7). To mitigate the effects of these changes on current students, the District will continue to teach the classes students need to complete their award goals wherever feasible, even when enrollment in those classes is low enough that they normally would not be offered. When that is not possible, students will be offered course substitutions when appropriate. To further ensure current students can complete their programs, the District is working closely with nearby colleges, particularly American River College, to provide easy transfer and course substitution opportunities (IIA15-8). It is anticipated that District will continue to offer classes serving the discontinued awards through the 2019-2020 academic year.

IIA16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-

collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Sierra College is committed to the highest standards of quality in all its instructional programs and regularly evaluates and improves their quality and currency. All instructional departments go through curriculum review every six years; this process, conducted through the Curriculum Committee, ensures courses and programs, including CSLOs and PSLOs, remain current (IIA16-1). The College has multiple committees that use specific processes to evaluate the quality and effectiveness of instructional programs: Program Review, Educational Effectiveness, and Distance Learning and Instructional Technology (DLIT). Additionally, Career and Technical Education (CTE) programs hold twice-yearly advisory committee meetings to evaluate the quality and relevancy based on industry experts. Each practice is discussed more fully below.

Program Review utilizes a scoring rubric in a peer review format to evaluate all instructional programs (IIA16-2). Every four years, programs must complete a template identifying Relevancy, Currency, Effectiveness, and Resources (IIA16-3). Program Review is conducted using feedback from departmental faculty. Notably, the Program Review template requires departments to evaluate their programs based upon disaggregating the data for delivery modes and outline a plan to improve statistical trends if needed. This requirement is instrumental to help departments identify specific challenges in online versus on-ground courses. For example, in its 2016-2017 Program Review, Psychology outlined a plan to grow its online program and reintroduce PSYC 105 online. From Spring 16 to Spring 19, the department grew the number of online offerings from 13 sections serving 443 students to 24 sections serving close to 800 students and including two sections of PSYC 105 (IIA16-4, IIA16-5).

The Educational Effectiveness Committee (EEC), established in 2016, is focused on assessment activities to inform improvement. The EEC's primary mission is to ensure that student learning is regularly and skillfully assessed through the analysis of evidence-based assessment results to assist in improving instructional programs, student services, and administrative programs. The EEC also ensures that the College meets established accreditation standards by guiding and coordinating the College's assessment activities used to help to inform improvement plans, training, and resource allocation. According to the Assessment Guidebook, all courses are required to follow an assessment cycle every three years (IIA16-6).

The Distance Learning and Instructional Technology committee systematically evaluates all courses for accessibility and quality. The evaluation teams utilize a scoring rubric and provide faculty feedback. Faculty must address concerns identified in the evaluation or the course will not be scheduled in the subsequent semester (IIA16-7, IIA16-8).

Programs with a CTE designation require advisory meetings. According to the CTE Advisory Meeting Planning Primer, the intent of the meetings are "an opportunity to check in formally with area employers and industry professions regarding a number of issues essential to the program including, industry training needs, hiring practices and forecasting, identifying gaps in

curriculum and industry charges that will affect curriculum…" CTE Advisory Meetings are held throughout the campus and inform changes to curriculum based on industry feedback. For example, in 2016, the Business Department held an advisory meeting with a focus on its new Entrepreneurship Program (IIA16-9). The information exchanged during the meeting helped shape curriculum for the Entrepreneurship degree and certificate.

The Community Education program and Osher Lifelong Learning Institute (OLLI) offer fee-based, not-for-credit professional development and personal enrichment courses to the community. Both programs include student outcomes as part of the course proposal process (IIA16-10). Community Education solicits written feedback from students at the end of most courses using a short survey; these results are closely monitored and any concerns, including a failure of the course to meet expected student outcomes, are addressed directly with the instructor (IIA16-11). Fee-based OLLI courses are also surveyed periodically for student feedback. OLLI also offers non-credit classes for older adults; these are approved through the normal curriculum process and instructors meet minimum qualifications. Additionally, a peer advisory committee of OLLI members guides decisions about course offerings and makes suggestions for continuous improvement for this program. Both programs participate in the District's Program Review cycle in which the program's overall relevance to the mission, currency and effectiveness are assessed through a combination of student survey data, enrollment numbers, and fiscal viability (for fee-based courses).

Standard IIA Evidence

IIA1-1	Board Policy 1200
IIA1-2	Form E (Course Student Learning Outcomes)
IIA1-3	PRInstructionalTemplate2018-19
IIA1-4	Board-Policy-2010
IIA1-5	Board-Policy-2345
IIA1-6	Sierra College Business Advisory Committee 4_12_16
IIA1-7	Technical Theatre Advisory Meeting Minutes 4_20_18
IIA1-8	Pages 270-272 from 2018-2019 Catalog
IIA1-9	Page 337 from 2018-2019 Catalog
IIA1-10	CCCCO Datamart awards 17-18
IIA1-11	Collaborative Inquiry- Participant's Guide v.8
IIA1-12	DSR Dashboard-Biology
IIA1-13	Outcome rubric
IIA1-14	EEC Webpage
IIA1-15	2018 Assessment Participation Report - Executive Summary
IIA1-16	ENGL-Assessment-Summary-Report-s18
IIA1-17	DAA ENGL F18
IIA1-18	Educational Effectiveness Committee Meeting Recollections March 2019
IIA1-19	PR Instruction Rubric 2018-19v2
IIA1-20	HUM_PHIL_Program_Review_2018
IIA1-21	Administrative-Procedure-4105

IIA3-9	PHIL-DAA-f18
IIA3-10	PRInstructionalTemplate2018-19
IIA3-11	Abrams email.msg
IIA3-12	PR Report 2018-19
IIA3-13	2019 VPI Equipment
IIA3-14	2018-19-Curriculum-Handbook
IIA3-15	Form E (Course Student Learning Outcomes)
IIA3-16	Faculty-Handbook-2018-2019

IIA4-1	understanding-course-descriptions
IIA4-2	Placement & Testing Webpage
IIA4-3	MATH0013S COR
IIA4-4	Tutoring Offerings - PASS Webpage
IIA4-5	Tutor Center Locations Webpage
IIA4-6	Math Center Webpage
IIA4-7	Writing Center Webpage
IIA4-8	Open Computer Labs Webpage

IIA5-1	Board-Policy-4020
IIA5-2	Administrative-Procedure-4020
IIA5-3	Administrative-Procedure-4100
IIA5-4	Curriculum Committee Webpage
IIA5-5	2018-19-Curriculum-Handbook
IIA5-6	Appendix H 2018-19-Curriculum-Handbook
IIA5-7	Administrative-Procedure-4025
IIA5-8	california-state-university-general-education-breadth-requirements
IIA5-9	csuge-breadth-and-igetc-certifications
IIA5-10	intersegmental-general-education-transfer-curriculum-igetc
IIA5-11	2018-2019 Catalog

IIA6-1	SC Factbook Page 15
IIA6-2	SC Factbook Page 20
IIA6-3	Time to award
IIA6-4	Transfer Level Achievement
IIA6-5	COMM Electives Rotation Fall 19
IIA6-6	NCC rotation
IIA6-7	R4S Final Report
IIA6-8	Sierra Curriculum Dev BPA
IIA6-9	Mechatronics Degree template
IIA6-10	Department Chairs Update
IIA6-11	Final Room File Ad Astra

IIA6-12	Interim Executive Dean - Enrollment Management 060117
IIA6-13	2017-18 High Demand Course Additions
IIA6-14	Communication Process for New High Demand Courses
IIA6-15	Course Substitution Petition
IIA7-1	PPT from F18 convocation
IIA7-2	English 1A sched F18
IIA7-3	ProDev Calendar 5.2019
IIA7-4	Sp_18_Conference_At_a_Glance
IIA7-5	Equity Summit Program 2.8.19
IIA7-6	2015-16-Student-Equity-Plan
IIA7-7	Student Equity Plan 2019-22 Draft
IIA7-8	Student Services Webpage
IIA7-9	RISE Webpage
IIA7-10	Student Engagement Centers Webpage
IIA7-11	ASSC Webpage
IIA7-12	College in High School Webpage
IIA7-13	Promise Webpage
IIA7-14	Student Equity Dashboard
IIA7-15	DSR Dashboard-Biology
IIA7-16	BOT Minutes 2018.8
IIA7-17	BOT_Minutes 2017.8
IIA7-18	Strategic Council 2018.9
IIA7-19	2017.10.27_AS_Recollections
IIA8-1	Portfolio Exam Process_spr19_V3
IIA8-2	Portfolio Exam Rubric spr19_V2
IIA8-3	Sinclair email-NREMT Standards.msg
IIA9-1	ECON-SLO-Spreadsheet-s18
IIA9-2	ECON 1A COR with E
IIA9-3	Screenshot of Bus Dept Canvas page
IIA9-4	Assessment-Guidebook
IIA9-5	AJ SLO Results Webpage
IIA9-6	ALH 5 class schedule
IIA9-7	Allied Health PLOs from 2018-2019 Catalog
IIA9-8	ISLO Student Webpage
IIA9-9	2018-19-Curriculum-Handbook
IIA9-10	Outcome Rubric
IIA9-11	CHEM-SLO-Spreadsheet-s18
IIA9-12	PHOT DAA sequence

IIA9-13	CHEM DAA sequence
IIA9-14	Board-Policy-4020
IIA9-15	Administrative-Procedure-4020
IIA9-16	Class Scheduling at SC
IIA9-17	BUS-DAA-s15

IIA10-1	Page 44 from 2018-2019 Catalog
IIA10-2	understanding-course-descriptions
IIA10-3	Assist.org Webpage
IIA10-4	IGETC Certification Form
IIA10-5	IGETC course listing 2018-2019
IIA10-6	CSU GE Sheet 2018-2019
IIA10-7	AA-AS GE Sheet 2018-2019
IIA10-8	Assist.org Transfer Agreements Webpage
IIA10-9	C-ID Courses Webpage
IIA10-10	academic-transfer-credit-programs
IIA10-11	Administrative-Procedure-4100
IIA10-12	Course Substitution Petition
IIA10-13	Board-Policy-4050
IIA10-14	Board-Policy-4050
IIA10-15	Administrative-Procedure-4050

IIA11-1	CIS-SLO-Spreadsheet-s17
IIA11-2	Assessment-Guidebook
IIA11-3	SLO Wepage
IIA11-4	SLAS-form
IIA11-5	DAA-form
IIA11-6	SLO Reports Webpage
IIA11-7	Chemistry SLO Reports
IIA11-8	ANTH-DAA-f16
IIA11-9	CHEM-DAA-f17

IIA12-1	general-education
IIA12-2	Board-Policy-4025
IIA12-3	Administrative-Procedure-4025
IIA12-4	Board-Policy-4100
IIA12-5	Administrative-Procedure-4100
IIA12-6	associate-degree-requirements
IIA12-7	Curriculum_Handbook

IIA13-1	Administrative-Procedure-4020

Standard IIB - Library and Learning Services

IIB1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

As central hubs of student support, the Library and Learning Resource Centers at Sierra College's Rocklin campus and Nevada County and Truckee Center Campuses provide a robust breadth of resources to support and ensure learning. Relying upon the expertise of professional librarians and numerous staff members Sierra College offers a broad range of services including library, technology and learning resources across the district and available remotely.

Library:
The Sierra College libraries offer a broad spectrum of resources to serve students supporting a collection of 87,678 print volumes, over 200,000 electronic books, 138 print periodical subscriptions, and 989 DVDs. In 2016 the library's web site was redesigned to give students an updated and user-friendly experience, incorporating a single search box for 24/7 access to the library's online research databases (IIB1-1). With hours spanning from 7:30am-8pm, including weekends and extended hours for finals, the Sierra College library provides ample time for students, faculty, and staff to access all their resource needs (IIB1-2).

Sierra College District Library/Learning Resource Center Hours of Operation:

Campus	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Rocklin	7:30am-8pm	7:30am-8pm	7:30am-8pm	7:30am-8pm	7:30am-4pm	Closed	12pm-8pm
Nevada County	9am-6:30pm	9am-6:30pm	9am-6:30pm	9am-6:30pm	9am-12pm	Closed	Closed
Tahoe Truckee	9am-6:30pm	9am-6:30pm	9am-6:30pm	9am-6:30pm	9am-1pm	Closed	Closed

Cultivated through an extensive Collection Development Policy (IIB1-3) and Sierra College Administrative Procedure 4040 (IIB1-4) resources are obtained, maintained, and assessed. Examples of resources include but are not limited to:

Library Resource	Description
Research Databases	Provides indexing and full text access to a wide variety of sources such as magazines, journals, newspapers and ebooks (IIB1-5)
Lib Guides/Research Guides	Guides prepared by librarians to assist students with research (IIB1-6)
Textbook & Course Reserves	Allows faculty and students to reserve or place holds on textbooks and other materials for classes (IIB1-7)

e-books	Electronic books provided through EBSCOhost and Gale (IIB1-8)
Kanopy & Films on Demand	Provides streaming video services through Kanopy (IIB1-9) and Films on Demand (IIB1-10)

Academic Support

Sierra College provides extensive support services for students to assist with their academic success.

Service	Description
Library Orientations	Instructors can schedule library orientations for their respective courses at any of the campuses (IIB1-11).
Research Consultations	Schedule an appointment with a librarian to assist with research projects (IIB1-12)
Ask a Librarian	Librarians provide reference and informal instruction to students in person as well as online through email and chat. (IIB1-13)
Embedded Librarians	Librarians embedded in select courses to provide assistance to students (IIB1-14)
Wolverine Walkthrough	Self-paced online information literacy tutorials. (IIB1-15)
Tutor Center	Provides individual, drop-in, online, and zoom tutoring services (IIB1-16)
Online tutoring	- Tutor.com - Tutoring support available regardless of location and time (IIB1-17) - Zoom Tutoring - Allows for appointment-based peer-to-peer tutoring support (IIB1-18)
Embedded Pass Peer Program	Peer tutors embedded within specific courses (IIB1-19)
Writing Center	One on one writing help for all courses (IIB1-20)
Math Center	Provides Math support for all courses across Math curriculum as well as Math courses from other disciplines (IIB1-21)
NCC Learning Center	Provides individual, drop-in, and zoom tutoring, writing support, and computer lab resources for students at the NCC Campus (IIB1-22)
Tahoe Truckee Learning Resource Center	Provides writing support, drop-in and individual tutoring, computer lab resources, as well as a testing center (IIB1-23)
Anatomy Room	Newly redesigned space that provides models, manipulatives, and resources specifically for Anatomy and Physiology. Has seen an increase in number of log-ins and hours used. (IIB1-24)

Starfish Early Alert	Allows faculty and students to connect on early interventions and connect students to appropriate resources (IIB1-25)
Student Success Workshops	Ranging from academic support, transfer assistance, financial literacy, financial aid, etc. a growing list of student success workshops (IIB1-26)

Computer Labs/Technology/Distance Ed:
The evolution of technology, distance education, and ability to access resources continues to push forward the evolution of Sierra College's services in these areas. Sierra provides integrated computer resources within the Rocklin, Nevada County Center campus, and Tahoe Truckee Center campus Learning Resource Centers (IIB1-27) as well as a computer lab at the Roseville Center campus. Distance Education now represents over 15 percent of course offerings in the fall and spring terms and over 50 percent of offerings in summer. Sierra provides resources for students as well as faculty and staff to optimize their distance learning (IIB1-28) including Open Education Resources as well as a course designed to assist students with taking online courses. (IIB1-30). A standing committee of Academic Senate works to support and monitor distance learning. The Distance Learning Instructional Technology Committee meets regularly and is chaired by the Distance Learning Faculty Coordinator (IIB1-31).

Technology & Learning Commons:
As Sierra College works towards full scale implementation of Guided Pathways, Library and Learning Support Services have transitioned from separate services towards a more integrated and centralized approach to academic support and related services. Silos are being broken down to keep students on the path and ensure students are learning by making services more visible and available to students.

One example of this is the creation of the Sierra College Learning Commons which represents a myriad of services, including writing support, research help, technology assistance, & library circulation. These services that were formerly offered in separate locations on the Rocklin campus are now all centrally located in the Learning Commons (IIB1-32). This move has allowed for more visibility of technology and writing services available to students as well as improved computer and study spaces. Additionally, this strategic move initially looks to be more conducive to the number of referrals that flow between the Writing Center and the Research Help Desk to support students in their research and writing endeavors. Student feedback was vital to this learning commons renovation as students were surveyed (IIB1-33) about the types of services most frequently used in the Learning Commons:
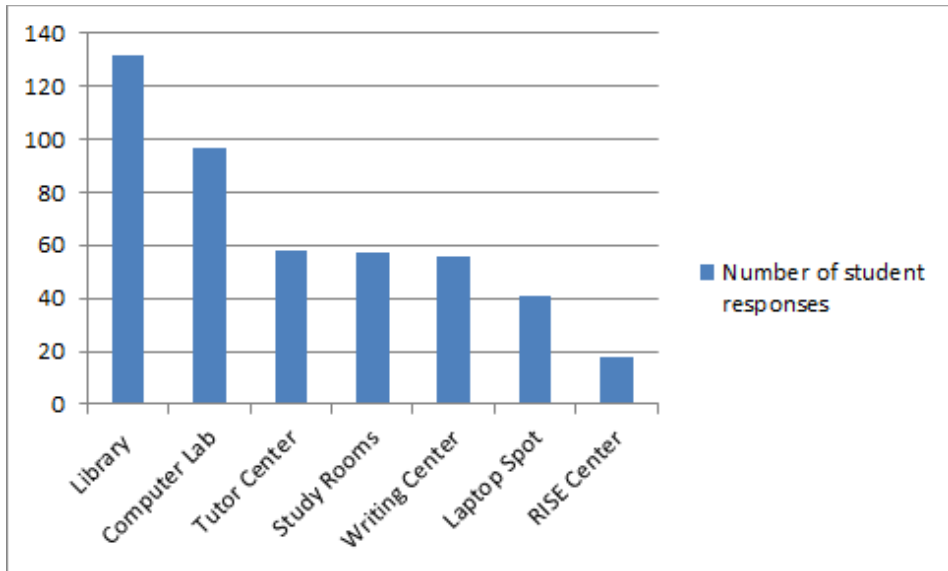
The types of spaces they'd like to see more of in the Learning Commons:
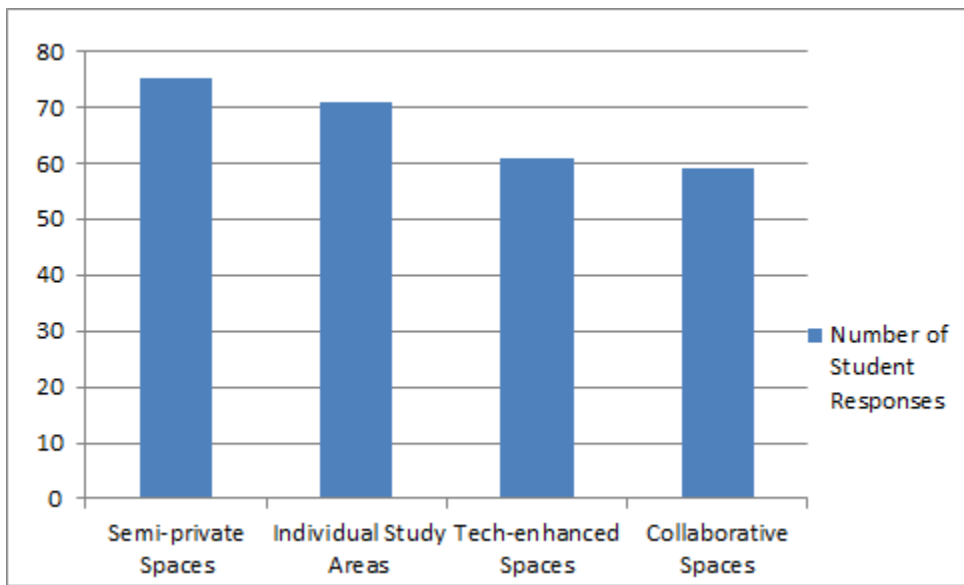
As the project progressed sample furniture was placed throughout the library for students to test. 203 surveys were returned providing input on the types of furniture for furniture selection (IIB1-34) for the renovated spaces. Over eighty computers, as well as printers, scanners, and copiers are now available for student use in the Learning Commons. Computer usage has seen significant increases in the student use statistics represented by an 8.02% increase from fall 2017 to fall 2018 (IIB1-35). A post renovation survey is being used to assist in continued improvements in the facility and services to reflect user need (IIB1-36, IIB1-37). Additional planned facility improvements include recent updates to the Nevada County Campus Facilities Master Plan (IIB1-38) which reflects a refreshed learning center commons approach to delivering library and tutoring services for the center campus. As the College continues the

transition to a case management framework, opportunities to continue to improve student support will continue refining alignment in supporting student learning and achievement.

IIB2. 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.

Sierra College utilizes the expertise of three full time and eleven part-time professional librarians (IIB2-1) in addition to the expertise of its instructional and counseling faculty, staff, and managers to offer and maintain materials and equipment that support student learning and align the library's mission to the College mission (IIB2-2) of providing support for diverse student populations.

Professional librarians, faculty, and staff examine usage, curriculum changes, and monitor Demand-Driven Acquisitions (IIB2-3) to be responsive to the needs of students, faculty, and staff across the district. The professional librarians have been assigned as departmental liaisons on a limited basis which could expand with additional staffing (IIB2-4). Faculty can make requests for new materials by contacting librarians directly or submitting an online materials request form (IIB2-5). This streamlined form centralizes requests and provides a simple approach for faculty and staff to suggest purchases.

Efforts to build cross functional teams throughout the College has recently merged the Library Committee and Academic Support Committee (IIB2-6) to better reflect the work of keeping students on the path within our guided pathways initiatives.

Equipment and facilities are maintained and refreshed to improve services as evidenced by the recent renovation described in Standard II.B.I. These efforts towards student centered redesign and supports will be greatly enhanced as the College continues guided pathways implementation and the construction of new facilities from a recently passed local bond.

IIB3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Sierra College regularly and intentionally evaluates library and other learning support services through both consistent and ongoing methods including procedures that incorporate feedback and measurements of all stakeholders including faculty, staff, and students.

Analysis and Evaluation:
The Library and learning support services evaluate itself through the following methods:
- Program Review which takes place on a three-year rotation.
    - Library Program Review (IIB3-1)
    - Tutor Center Program Review (IIB3-2)
- Faculty Evaluation of Library Orientations (IIB3-3) which occurs every two years.

- Assessment of Student Learning Outcomes from English 1A orientations every fall semester (IIB3-4)
- Collection and evaluation of Student Service Area Outcomes which occurs annually (IIB3-5)
- Regular collection of Student Learning Outcomes from Skill Development Courses (SKDV) (IIB3-6)

Each of these evaluative pieces of data provide professional librarians with information to make informed decisions. Effectiveness of service is evaluated, trends are recognized, and decisions are made to improve services. Recently the College's Library Sciences program participated in a program vitality evaluation. Upon conclusion of that evaluation it was decided by the committee to recommend that the program be discontinued (IIB3-7). Assessment from Library Orientations report positive feedback from both students and demonstrate that students participating in Library orientations have higher success and retention rates overall and across populations when disaggregated by gender, race, and particular programs (IIB3-8).

Academic support efforts are evaluated through program review as well as usage statistics. Through the growth of online courses and the need for on demand tutoring increasing there has been growth in the area of tutor.com usage (IIB3-9) as well as overall numbers of students served.

Rocklin Tutor Center Spring Semester Usage	Spring 2015	Spring 2016	Spring 2017
Students Served	661	940	1041
Tutoring Statistics			
Tutoring Appointments (hours)	1518	2094	2722
Drop-in Sessions (hours)	2108	2069	1611
PASS peer session attendance (hours)	NA	762	1098
Other Walk-in Usage (hours) study hall, use of biology models, etc.	675	1768	1205
Tutor Center Usage (hours)	4301	6693	6636
Tutor Center FTES (hours)	5087	7936	7751
Number of Tutor.com (sessions)	531	1257	1456

Success rates for students who participate in academic support services is greater than the rates of students who do not utilize services (IIB3-10). From 2014-2017 course success rates of students at the Rocklin campus not using tutor center services was 73% while the success rate of students using tutor center services was 79%. The success rates at the Nevada County Campus Center was 71.6% for those not using the Learning Center services compared to 83.9% for those who used Learning Center services.

These statistics show promise across equity and special program populations. This is demonstrated by consistently higher success rates for students who utilize tutoring center services than peers who do not as well as a decrease in equity gaps with the usage of the tutoring center services.

	2014-15 Success		2015-16 Success		2016-17 Success	
	No Tutor Center	Used Tutor Center	No Tutor Center	Used Tutor Center	No Tutor Center	Used Tutor Center
Total	73%	79%	73%	79%	73%	79%
Female	74%	80%	75%	80%	75%	81%
Male	71%	76%	71%	77%	72%	77%
Af.Am./Black	58%	69%	57%	70%	58%	71%
Am.Ind./Alask.Nat.	69%	66%	70%	79%	73%	76%
Asian	77%	81%	75%	82%	76%	81%
Filipino	72%	86%	72%	81%	73%	83%
Hispanic	70%	78%	69%	78%	70%	77%
Pac. Isl.	62%	76%	68%	79%	68%	76%
Multiple Ethnicity	81%	94%	93%	82%	88%	91%
Unknown/Decline	78%	82%	74%	85%	75%	85%
White	74%	80%	75%	79%	75%	81%
RISE Students					70%	80%
TRIO Students (Fall Terms)	76%	66%	81%	88%	81%	82%
EOPS Students	73%	82%	75%	80%	77%	82%
CARE Students	73%	84%	71%	62%	73%	70%
CalWorks Students (Fall Terms)	69%	87%	71%	79%	68%	74%
Umoja Students (Fall Terms)	40%	17%	47%	83%	66%	67%
Puente Students (Fall Terms)	83%	100%	61%	71%	65%	
Disability Students	69%	76%	70%	71%	70%	76%
Foster Youth	49%	80%	52%	60%	54%	69%
First Generation Students	67%	77%	67%	75%	68%	79%
Veteran Types	73%	86%	71%	72%	71%	82%

Table title: **Tutor Center Success Rates - Rocklin Campus**

To reach students more equitably, in November 2018 the Writing Center employed the use of Starfish to emphasize appointment-based consultations. Prior to this shift, the emphasis was placed upon first come, first serve appointments, which meant that student consultations were mostly unscheduled, often lasted longer than a half-hour, and resulted in long wait times and/or students being turned away during heavily impacted times. This shift towards appointment-based scheduling benefits students by allowing them to control the exact time of their writing

consultation. Given that many students are balancing their academic work with their busy work and personal lives, this new scheduling system will allow more students to take advantage of this service. This change will be evaluated in spring 2019 when a full semester of data becomes available.

IIB4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Through extensive agreements with external partners, as well as a significant investment in technological solutions, the Sierra College Library and Learning Resource Center ensures that the breadth and depth of resources available to students, faculty, and staff is both sufficient and is effectively monitored and executed in accordance with standard IIB4.

The velocity at which students, faculty, and staff consume support and information continues to expand and the need to have that on demand continues to grow. The Library and Learning Resource Center at Sierra College works diligently with the Business office to ensure that these resources are available and appropriately obtained and maintained. The Business Office Purchasing Guidelines (IIB4-1) referenced in the District Administrative Procedure on Purchasing (IIB4-2) provides a roadmap for staff to evaluate and obtain these resources through the College's procurement process. The Information Technology staff provides support to faculty and staff in this process and assists with security and implementation (IIB4-3). Through this process the Library and Learning Resource Center is utilizing resources including but not limited to Interlibrary loan (IIB4-4), Consortium to purchase databases (IIB4-5), and the Council of California Community Colleges Chief Librarians (IIB4-6). In 2019, the Library is participating in the statewide purchase of a new Library Services Platform, moving from the older Voyager integrated library system to the newer, cloud-based Alma and Primo. (IIB4-7). Using EZproxy authentication software, the Library ensures secure off-campus access to research databases, meeting vendors' license agreements.

Additional contracts and partnerships aligned with academic and learning support include an agreement with Tutor.com to provide academic support to students regardless of location (IIB4-8), a campus wide agreement with TurnItIn.com (IIB4-9), as well as an agreement with Tutor Lingo to provide tutor training (IIB4-10). A partnership with Sacramento State University to utilize undergraduate academic coaches (IIB4-11) within Sierra's tutoring program is currently in the development stages with outreach to the Sacramento State Math Department in November 2018. An important agreement in the evaluation and certification of the academic and learning support services at Sierra College is the College Reading and Learning Association Certification (IIB4-12).

Standard IIB Evidence
 IIB1-1   Library Website

Standard IIC – Student Support Services

IIC1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Sierra College provides a robust set of services to support students along their path towards their educational goal. Through the College's Guided Pathways redesign these services have been rapidly evolving to provide students with an improved network of guidance, assistance and support.

The Sierra College Mission Statement specifies that "The mission of Sierra College is to provide an inclusive and safe educational environment where learners are supported while challenging themselves and achieving their goals" (IIC1-1). Sierra College regularly evaluates its Student Service programs to ensure alignment in supporting students as stated in its mission. Programs are evaluated through the College's Program Review process which examines key areas such as relevancy, currency, effectiveness, and resources (IIC1-2). Formal program review takes place every three years. The review is submitted to the Program Review Committee (IIC1-3). The Program Review Committee then shares the results with the Academic Senate (IIC1-4) and the college community through its regular participatory governance processes culminating in Strategic Council (IIC1–5) and the Executive Team.

Additionally, each program participates in the College's electronic Program Assessment and Review (ePAR) annually (IIC1-6). This process allows departments to use the information gathered during the Program Review as described above to request resources. Requests can come in the form of staffing, facilities, or equipment. One of the goals of the ePAR is to connect resource requests not only to Program Review but also to the Districts Strategic Plan. The Student Services ePAR requests are reviewed by student service managers and submitted to the Vice President of Student Services, then to the Planning and Resource Allocation Committee and finally, Strategic Council for final recommendations to the Superintendent/President (IIC1-7, IIC1-8).

Student support services use programmatic level qualitative and quantitative data for assessment. For example, after participating in a newly designed student Career and Academic Planning (CAP) session, each student is asked to complete a survey upon exit. Additionally, the Enrollment Services Counselor observes every counselor the first few times they conduct the session. Data informed adjustments and refinements are made accordingly (IIC1-9).

With an increasing number of courses and services moving to an online delivery method, particular attention is devoted to the training and evaluation of distance education. In addition to a rigorous approval process for online instruction, faculty are provided with resources to support course development, instructional design, and accessibility (IIC1-10). In the Distance Learning 2016-17 Service Area Outcome assessment, the need for a full time Instructional Designer was demonstrated to support faculty and ensure institutional integrity and compliance (IIC1-11). The ePAR process yielded funding for this position and it was hired in 2017-18. The College's enrollments in online courses has grown to 25% of total course offerings in recent years. In spring 2019 the College hired a consultant to conduct informational interviews and data analyses then provide an assessment and evaluation of the program and make recommendations for improvements (IIC1-12).

Sierra College places great emphasis on eliminating equity gaps as well as aligning with the California Community College Chancellors Office Vision for Success and Student Success Scorecard (IIC1-13, IIC1-14). In 2017-18, the College underwent goal alignment and agreed on a set of Strategic Planning Metrics and Targets approved by the Board of Trustees to help measure success (IIC1-15). The Research and Planning Office has created evaluative tools to provide trailing success indicators. This includes robust Data Dashboards with drilldown

capacity for disaggregating equity data for evaluation (IIC1-16). Student Services programs regularly use this data to establish benchmarks and monitor progress.

IIC2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Through the college-wide redesign using the Guided Pathways framework the pace of continuous improvement has picked up significantly in recent years. Areas across Sierra College are working to critically evaluate all aspects of their operations to yield a coherent, student-centered redesign. Qualitative and quantitative data are regularly used to guide these efforts, with emphasis on bringing in the student voice through focus groups and program/project-based study sessions. Regular and ongoing evaluation of Student Services Area Outcomes (SSAO's) are also key components of the continuous improvement of Sierra Colleges Student Services. As described in the SSAO's process, two SAO assistants coordinate the collection and reporting of the assessments, results, and reports on an annual basis (IIC2-1). Template SAO forms are distributed to the areas for their reference (IIC2-2). Four primary outcomes are evaluated with the ability for areas to add additional SAO's. A results and assessment analysis is completed. Program leads and managers use the results to effect improvements and potentially request additional resources through the ePAR process.

One example of the use of assessment outcomes towards continuous improvement is with the recent improvements in the Career and Transfer Connections Area. A new Career and Transfer Connections Manager was hired in December 2017 and in March 2018 a Career Integration Workgroup was established. The 2017-18 Career SAO demonstrated through student surveys and staff collaboration a need to provide just in time access to career resources and information as well as improved website presence for the delivery of information and resources (IIC2-3). The Career and Transfer Connections Manager and the Career Integration work group worked to develop the career continuum framework and momentum points as well as to begin embedding career information into the College's webpages (IIC2-4). To further promote career and transfer outcomes for students, Career and Transfer Connections was remodeled to provide a welcoming and productive space for Sierra College students, staff, university transfer representatives and employer partners (IIC2-5). The remodel included removing structural barriers to create an open and vibrant space with ample sight lines of the campus quad. Offices were updated to provide space for California public university transfer representatives to meet with students on transfer and admissions topics. This is a critical service and contributes to the Chancellor's Vision for Success to increase the number of community college students transferring annually to a UC or CSU. Comfortable meetings spaces were created to allow for the increased on-campus presence of university transfer representatives, employers recruiting for internships and jobs, and community workforce development partners. The goal is to increase opportunities for students to connect to valuable services that assist with career and transfer preparation.

An adjoining example comes from Marketing. As Sierra College implements Guided Pathways there was a recognition that the College's academic webpages needed to be updated. The

department surveyed key stakeholders to inform design of the webpage templates. As evidenced in their SAO form broad feedback was gathered (IIC2-6). The updated academic pages are significantly improved for students and other users including the inclusion of degree templates, ability for students to find their program of study by Interest Area (or Meta-Major), as well as the integration of Career Coach information by EMSI (IIC2-7, IIC2-8, IIC2-9).

As another example, the Financial Aid Office identified gaps in financial aid processing and communications. Using their 2017-18 SAO as a guide, the department recently implemented new verification software to improve the student experience by using smart phones - the communication device that students in two focus groups identified as being their preference (IIC2-10). These improvements will continue to promote student success by improving access to and volume of financial aid awards.

Assessment of the SSAO process itself is ongoing. Recently, the SSAO Assistants completed a survey of the managers to evaluate and collect feedback on the process towards potential improvements in subsequent years (IIC2-11). Additionally, the SSAO assistants serve as members of the Sierra College Educational Effectiveness Committee which supports and assists with evaluation of results of SSAO collection (IIC2-12).

IIC3. 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. (ER 15)

Sierra College provides student services across the district including the main Rocklin campus, center campuses at Nevada County, Tahoe-Truckee, Roseville, online, as well as in conjunction with local high school district partners. An increasing number of services are becoming available remotely to improve access for students regardless of location.

Allocation of resources works to ensure comparable services are consistent with our efforts. Each of Sierra College's campus sites works to design support services appropriate for their student needs. A detailed list of student services is listed in the College's online catalog. Detailed in each section is information for students at the main Rocklin campus as well as the Center Site Campuses (IIC3-1).

Student Services continue to evolve towards the ability for students to access real time information and support remotely to increase and improve its electronic solutions to better support students. Examples include but are not limited to:

Online Video Counseling	Students can take advantage of online counseling sessions to video chat one-on-one with Counselors (IIC3-2)
"Ask a Counselor" Chat	Students can chat with a counselor using instant message. A chat button is located in the lower right corner of the academic counseling page (IIC3-3)
Email Counseling	Students can email directly with counseling to receive a broad array of assistance. (IIC3-4)
Academic Pages / Program Templates	Each of Sierra College's educational programs are mapped and accessible for students through the College's academic

	pages. Examples: Business Programs (IIC3-5) and Welding (IIC3-6)
Starfish	Students can contact their dedicated Support Specialists to schedule an appointment or receive assistance (IIC3-7)
Library Catalogs	Main catalog, research guides, films on demand, e-books, Lib guides/research guides, Wolverine Walkthrough literacy tutorials, etc. (IIC3-8)
Online Tutoring	• Tutor.com: 24/7 tutoring support available (IIC3-9) • Zoom Tutoring: Peer-to-peer tutoring provided (IIC3-10)
Online Self-Assessment/Placement	Helps students determine their English and Math placement (IIC3-11)
Financial Aid	Students can access answers for financial aid questions though short videos (IIC3-12)
Textbooks	In addition to housing bookstores at the Rocklin and Nevada County Campuses Sierra College provides online bookstore options (IIC3-13)
Career Services	Career Coach assessment, data on wages, employment, and available academic programs (IIC3-14)

As described in Standard IIC2 Student Services Area Outcomes are completed on an annual basis and a more extensive program review is completed every three years as means of evaluation of all areas of student services. When resources are deemed necessary the center campuses at Nevada City, Tahoe-Truckee, and Roseville participate in the College's planning and resource request process otherwise known as ePAR (IIC3-15).

Sierra College's mission statement highlights its commitment to support the great diversity of its students. As part of its Guided Pathways redesign, the College has accelerated and intensified efforts to eliminate equity gaps. The Institutional Research Office has built out robust data dashboards that equip the college community with disaggregated data (IIC3-16). In fall 2018 two participatory governance committees were established: 1) the Presidential Equity Advisory Committee (PEAC) has membership appointments from the Academic, Classified Senate, Management and Student Senates. PEAC recommends district-wide approaches that will advance our efforts to be inclusive and equity-minded in all areas impacting our employees and students; 2) the Presidential Instructional Task Force has a membership of 19 faculty representing the nine Interest Areas. The task force is researching and evaluating effective teaching and counseling practices from around the country and facilitating adoption of innovative solutions to help us reduce and ultimately eliminate equity gaps for all students (IIC3-17, IIC3-18).

The Disabled Students Programs and Services (DSPS) has a stated mission "to promote participation and accessibility to all aspects of Sierra College's programs and activities, thereby ensuring students with disabilities have the opportunity to participate fully in their educational experience through appropriate and reasonable accommodations" (IIC3-19). Examples of DSPS services include, academic accommodations, alternative media and assistive

technology, captioning, and interpreter services as well as strong relationships with regional high schools to promote DSPS services through co-sponsored "Transition Days" which bring program eligible seniors on campus. A recently established Accessibility Committee works to support efforts across the district to ensure compliance and works collaboratively with stakeholders from DSPS, Facilities, Distance Education, Information and Instructional Technology, and others to better support Sierra College students (IIC3-20).

IIC4. Co-curricular programs and athletics programs are suited to the institutions mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Sierra College's mission statement states that it "…provides an inclusive safe environment where learners are supported while challenging themselves and achieving their goals" (IIC4-1). Through co-curricular activities and intercollegiate athletics students have opportunity to participate in a broad spectrum of engagements.

Sierra College sponsors 18 intercollegiate teams and is governed by the California Community College Athletic Association (IIC4-2) and is a member of the Big 8 Conference (IIC4-3). In 2017 the Sierra College Athletics Department underwent a full program review by the Big 8 Conference (IIC4-4) in which the College received numerous commendations for its work (IIC4-5). Sierra College athletics is extremely successful both athletically, as demonstrated by its regular top ten finish in the NATYCAA Directors Cup, as well as success, retention, and persistence rates that exceed the non-athlete populations (IIC4-6, IIC4-7). Sierra College's Kinesiology and Athletics Division has dual reporting to both the Vice President of Instruction as well as the Superintendent/President and follows the district's budgeting and purchasing guidelines. The Athletics Department annually submits data to the US Department of Education for the Equity in Athletics Data Analysis (IIC4-8). Additionally, athletic teams participate in robust fundraising activities through the Wolverine Athletic Association and the Sierra College Patrons which serves as a branch of the Sierra College Foundation which is a 501(c)(3) non-profit, tax-exempt organization (IIC4-9, IIC4-10).

Co-curricular programs are a robust part of the educational experience. Sierra College's Associated Student Organizations are governed by Administrative Procedure 5400 (IIC4-11). An extensive list of existing campus clubs is located on the campus life webpage where students can learn more information and find a club that interests them (IIC4-12). Additionally, students have an opportunity to start new clubs to enhance their educational experience (IIC4-13).

Much of Sierra College's student engagement is spearheaded by the Associated Students of Sierra College (IIC4-14). All students at the College are members of the ASSC; however, through the purchase of an activity sticker, students can take advantage of additional benefits, such as tickets to drama and theater performances, "almost free breakfast and lunch" as well as bookstore discounts and free legal aid (IIC4-15).

The Nevada County Campus Center also elects a Site Council which represents the needs of NCC students through ASSC (IIC4-16). The Nevada County Campus, through the work of strong faculty involvement in conjunction with staff, has continued to grow the campus life aspects of their student experience. Examples of campus wide activities including Earth Day, Health Fair, Music and Lecture Events as well as student clubs including Art Club, Garden Club, and Writers and Editors Associate Club which are promoted on campus and through their Facebook page (IIC4-17). Additionally, plans to establish a Student Engagement Center at the Nevada County Campus Center are in progress which will provide additional support for local students.

Fiscal oversight of the Associated Students' finances is governed by Administrative Procedure 5420, which details the budgeting, accounting, and purchasing procedures for Associated Students funds (IIC4-18). Additional support and oversight are provided through the Campus Life Committee which meets twice per month to discuss matters regarding the culture and environment of Sierra College (IIC4-19).

Through ongoing efforts to align with its mission and serve historically marginalized and underrepresented students, Sierra College has implemented three distinct Student Engagement Centers including the Cross-Cultural Center, Pride Center, and Women and Gender Resource Center (IIC4-20). Numerous campus wide activities are present for students in partnership with programs and standing committees ranging from New Legacy, Gender Equity, Spectrum, Puente, Umoja, and the Native American Equity Workgoup. In spring 2019 Sierra College opened its Undocumented Student Center to support undocumented students through counseling, legal consultations, and other resources (IIC4-21). The campus life area opened the Food Pantry in 2017. Students experiencing food insecurity can stop by the Campus Life Office and visit the food pantry or receive food vouchers for a hot meal in the cafeteria (IIC4-22).

IIC5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Sierra College is undergoing significant growth and evolution in counseling and academic advising for students. With 33 full-time, 18 part-time counselors, 20 high school transitions counselors as well as numerous classified staff, students are provided with holistic support services (IIC5-1). Counseling offers services ranging from orientation, in-person and online career and academic planning and personal counseling services (IIC5-2).

Professional development and training for counseling faculty and staff has been vital as Sierra College has fully invested in guided pathways reforms. Through bi-weekly Counseling Training meetings stakeholders engage in interactive training and discussion related to counseling issues, changes, etc. (IIC5-3). To support the College's guided pathways implementation, counselors undergo training in career counseling, personal counseling academic planning, case management and interest area training, trauma-informed and equity-minded practices. New faculty are provided the College's Faculty Handbook which details important resources, policies, guidelines,

and procedures (IIC5-4). The Nevada County Campus Center also provides a faculty handbook specific to their campus (IIC5-5). New counseling faculty participate along with instructional faculty in the Sierra College New Faculty Academy which serves as a semester-long orientation in which new full-time faculty work as a cohort to learn about the College's policies and procedures, operating culture, etc. (IIC5-6). Part-time counselors are provided extensive trainings at the beginning of each year, monthly trainings, and opportunities to participate in additional trainings including career, equity, Flex workshops, and CTE-focused activities and other opportunities to shadow and train with full time counseling faculty to maintain currency.

A significant effort in the Guided Pathways redesign has been the hiring of High School Transition Counselors. This unique role allows local high schools and the College to identify high school counselors who are also employed by the District as college counselors. They are located out in the district's feeder high schools and help high school students make the transition to college or college-level courses. Transition Counselors assist with career exploration, education planning, course placement, college and financial aid applications, and connection with student support services. Transition Counselors are provided the same level of extensive trainings as are all part-time counselors - at the beginning of each year, monthly trainings, and opportunities to participate in additional trainings including career, equity, Flex workshops, and CTE-focused activities. Transitions Counselors participate in shadowing, have regular site-visits, and complete practice SEPs. Each new transition counselor is evaluated according to SCFA contract (IIC5-7).

Beginning in 2017, the College made deliberate effort to assist with enrollment management strategies by temporarily assigning an administrator to serve as the Interim Executive Dean of Enrollment Management and started the process to select a class scheduling software tool to assist with this goal. In this process, enrollment communication procedures were developed to alert not only students but also counselors about course additions, particularly in high demand courses that students needed (IIC5-8). Additionally, the College is in the process of moving to a full year registration model beginning with the 2020-2021 academic year (IIC5-9). This will allow students to better plan their educational pathways towards reaching their goals.

In fall 2018 Sierra College underwent a complete redesign of its academic webpages to better serve students. Faculty worked collaboratively with Marketing to reshape content and to embed program maps and career information and make it more student friendly (IIC5-10). Through this redesign students are able to search for academic programs according to Sierra College's Interest Areas as well as take a career inventory to assist with program selection and career exploration.

In fall 2018 several significant steps were taken to improve the student experience regarding retention and success to reflect the guided pathways and equity principles. First, a shift was made to begin moving the Counseling department into a case management model. Counselors were placed into the College's new Interest Area framework and have begun to see students in programs within the interest Areas (IIC5-11). This shift provides opportunities for deeper connections between students and counselors. Additionally, counselors can work more closely with instructional faculty within their respective interest area to expand knowledge and better support students. Also, in fall 2018 the College opened its Student Success Center (IIC5-12). The Success Center was developed to assist students with proactive supports and intervention from

the point of registration through completion. To begin, four Student Support Specialists were hired to work with students. The support specialists assist students with major and career exploration, steps to transfer, academic support recommendations and just in time intervention through Starfish. Preliminary feedback about this case management model has been positive. For example, in spring 2019 the support specialists contacted all students who were close to earning a degree or certificate but who had not applied to do so, helping them through the necessary steps. As a result, degree and certificate petitions are currently up 6% over the prior year (IIC5-13). As previously described, in spring 2019 a new advising experience called Career and Academic Planning (CAP) session was implemented. CAP includes a career assessment individualized to a student's career readiness indicators, career exploration activities, confirmation of interest area, program of study, and course placement, and a one-year student educational plan based on career and education goals and transfer institution, if applicable. Exit surveys completed by students at the end of the CAP sessions show a positive response from students, particularly in the area of career and academic planning (IIC5-14). CAP sessions are provided at district high schools as well as on all campuses sites. Beginning fall 2019, CAP sessions will also be provided online.

As a result of student outcomes and feedback, in spring 2019, the College also launched an online registration help tool called Ready4Reg. This tool provides "just in time" help to students prior to class registration through brief online tutorials, FAQs and engaging videos. By developing the Read4Reg tool, students are provided with the information at the time needed and in a format that works for them. This tool is always available, but students will be reminded of this resource prior to each registration period (IIC5-15).

IIC6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines degrees, certificates, and transfer goals. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

The California Community College Chancellor's Vision for Success describes a system of higher education that is available to everyone and is the state's primary entry points into degree programs, technical education and workforce training, English as a Second Language courses, and adult education and lifelong learning. As stated in Board Policy and Administrative Policy 5010, Sierra College aligns with this vision by admitting students who are capable of profiting from instruction offered (IIC6-1, IIC6-2).

Students access admissions information primarily through Sierra College's Admissions webpage and Sierra College's Application webpage which are both easily located on the Sierra College home page (IIC6-3, IIC6-4). Additionally, all Admissions policies and requirements are in the College's catalog for reference (IIC6-5).

Sierra College provides opportunities for high school students to earn college credit through various programs including Academic Enrichment and Dual Enrollment as detailed in Administrative Policy 5011 (IIC6-6). Students can find information on the College in High School webpage including policies and procedures and admissions steps (IIC6-7). Supplementing these offerings, Sierra College's center campuses offer additional comparable programs. For example, the Ghidotti Early College High School program is a partnership

between Sierra College's Nevada County Campus Site and local High School District partner Nevada Joint Union High School District and a well-established partnership between Sierra College's Truckee Center Campus and local high school partner Bitney Prep (IIC6-8, IIC6-9).

Policies regarding International Student admissions are located in Administrative Procedures and through the International Admissions webpage (IIC6-10, IIC6-11). Additionally, Sierra College's Nursing program provides a highly successful program for students wishing to complete a degree in this Allied Health field. This is evidenced through the statewide honor of reaching the Gold Star level of the Strong Workforce Stars in 2018. The admissions requirements for Sierra College's nursing program aligns with other programs across the state as well as the Nursing Board (IIC6-12).

In spring 2019, Student Services revised the College's new student group counseling. The revision builds upon the academic counseling components and educational planning to include more robust career planning to better align students with getting on a path towards their educational goals (IIC6-13). Students and Counselors utilize Degree Works for educational planning to better assist students on their path towards their educational goals (IIC6-14). Additional improvements have been made to the student-facing "Ready for Reg" module to assist students as they approach their registration time. Students complete a pre-registration questionnaire which includes confirmation of their educational goal and program of study. A series of how-to videos provides students with various assistance, for example how to read the class schedule and how to get on a waitlist (IIC6-15).

The College's guided pathways redesign has led to the organization of programs by Interest Areas or meta-majors (IIC6-16). Working collaboratively with the California Community Colleges Chancellors Office Sierra College has launched a proto-type program to allow students to select an Interest area as a General Studies major through the CCCApply application (IIC6-17). This choice architecture provides students eligibility for financial aid while they are still exploring their career choices.

Another important step towards providing students with clearly defined pathways towards completion of their educational goal is the College's creation of Academic Plans for each of its programs. As a recommendation from the Reengineering Sierra College for Student Success (R4S) taskforce, cross functional teams including instructional and counseling faculty mapped the coursework required for students to complete their program of study within two years (IIC 6-18). These Academic Plans are present in the DegreeWorks system for Counselors to use in educational planning sessions. Additionally, in fall 2018 Sierra College underwent a complete redesign of its academic webpages to better serve students in which the Marketing department collaborated with faculty to update content and embed the Academic Plans along with relevant career information (IIC6-19). As a result, students can search for academic programs according to their skills and interests as well as take a career inventory to assist with program selection and career exploration (IIC6-20).

IIC7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Sierra College's Guided Pathways work has helped clarify students' path and get them through a critical examination and redesign of college onboarding and placement processes. In addition, passage of Assembly Bill (AB) 705 and 1805 have significantly changed the placement process for all California Community Colleges. As a result, significant steps have been taken to innovate and improve assessment and placement tools and services.

Through continuous improvements to the College's webpages the Admissions site has been updated to include more timely and relevant information for students. It details Admissions, Registration, and Records information and directs students towards most pertinent information and step-by-step processes based on their admission type (IIC7-1). Similarly, to many other California Community Colleges, Sierra College uses CCCApply as its admissions tool (IIC7-2). The College has organized its degree and certificate programs around meta-majors which are called Interest Areas (IIC7-3). As previously mentioned, the College allows students to declare an Interest Area as a General Studies pathway if they are not yet decided, rather than a major within the CCCApply application (IIC7-4).

In spring 2014, the College began using high school transcripts for placement (IIC7-7). The results of the pilot showed a higher percentage of students placed into college-level English and math based on use of high school transcripts. Additionally, English 1A students placed by transcripts achieved higher course success rates than students placed by assessment. There were no appreciable differences in math course outcomes for students placed via high school transcripts when compared to students who had taken the assessment test. The College regularly reviewed the impact of new placement practices on different demographic groups, such as race/ethnicity (IIC 7-11). Recently the college modified its practices to be fully compliant with AB 705. These placement standards are reflected in the newly designed placement process which includes self-guided placement, automation of multiple measures placement, and development of career and academic advising models that connect a student's placement to career and academic planning and goals (IIC7-8). Through this process all students are placed into transfer level English and Math, either with or without a companion support course. Students may decline their placements into lower level courses, but must meet with a counselor to confirm their decision.

AB 1805 provides parameters for the communication of new placement processes and policies. As a result, the College has updated all student communication to provide information and guidance about the new placement process and policies. This information can be accessed on the college webpage, catalog, and in direct student communications through college email and the student portal (IIC7-9). The Assessment webpage provides detailed information for students, faculty, and staff (IIC7-5). Students can utilize comparable assessment services at the Rocklin, Nevada County, and Tahoe-Truckee center campuses as detailed below while Roseville Center students utilize the Rocklin campus services. Assessment services include testing for English as a Second Language (ESL), testing for Chemistry 1A, Pre-requisite Clearance, and Placement Tool assistance (IIC7-6).

AB 705 allows for the implementation of changes to ESL placement to take place after the implementation of math and English. However, ESL faculty began piloting a self-guided placement model in spring 2019. Current placement processes, including standardized

assessment (Accuplacer), continue at the College. The College continues to evaluate and improve communication about ESL placement and courses (IIC7-10).

The Sierra College Nursing Program is the only program on campus that has specific admissions requirements. Prior to the entering class of fall 2018, the College used the state recommended calculation to determine whether students met the admissions standards. Beginning with the fall 2018 entering class, Sierra College began using a Multi-Criteria Screening process, with the intent to decrease the attrition rate within the program. The new process is described on the college website and presentations (IIC7-12, IIC7-13).

IIC8. The institution maintains student records permanently, securely, and confidently, 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.

Sierra College maintains student records in accordance with established policies that are developed to ensure a balance of educational use with strong security. Policies and procedures pertaining to student records and data are evaluated regularly. Strong collaboration between Admissions and Records and Information Technology and other departments across campus is vital in these efforts to ensure security of student records.

Every employee is required to sign a Computer Use/Ethics/Account Request form before accessing college systems (IIC8-1). This form refers staff back to Administrative Procedure 5040 detailing student directory information and provides policy and procedure information related to staff use of computing resources security and data backup procedures (IIC8-2, IIC8-3).

Governed by Administrative Procedure 5040 regarding directory information, the College monitors the use of such data for educational purposes (IIC8-4). Faculty may submit a request for student contact data to their dean. The request includes the reason for the request and how it supports the mission of the College, what information is being requested and how it will be used. Both Dean and Data Steward approval is required. Faculty must have completed FERPA training in order to receive student contact information. Data will be available for a specified period of time, then access to the data will be removed (IIC8-5).

The official mode of communication to students is through Sierra College-issued email addresses. Students can access their student information through mySierra, a secure portal (IIC8-6). Portal access requires students to use their Sierra College Student ID and the password they create after completing an admission application to the College. Students may request transcripts securely through their mySierra account, through TranscriptsPlus, or in person and may request enrollment verification as well (IIC8-7, IIC8-8). Additionally, student privacy notifications are posted on the College's webpage and within the mySierra portal (IIC8-9).

All student records are classified into categories as required by the California Code of Regulations, Title 5. All class one records are scanned and indexed into a document imaging system for permanent storage. The paper copies are destroyed after the image has gone through quality control measures. Older class one records that were stored on microfilm and microfiche

have been converted to digital images and stored electronically with multiple backups. Those film records have been destroyed according to Administrative Procedure 3310 (IIC8-10).

In addition to an ongoing evaluation cycle completed within the Enrollment Services Division, the Student Instruction Technology Committee recommends policy changes and security efforts related to records, technology, and communication related to this work. For example, in fall 2018 the Information Technology staff discovered that a large number of fraudulent applications were being submitted in an effort to obtain a sierracollege.edu email address. The concerns were raised at the Student Instruction Technology Committee and the group which includes both student services and instructional staff was able to develop policies and procedures to assist with rectifying this situation (IIC8-11, IIC8-12).

Standard IIC Evidence

IIC1-1	Sierra College Mission
IIC1-2	Program Review
IIC1-3	Program Review Board Docs
IIC1-4	Academic Senate 5/9/2018 Program Review
IIC1-5	Strat Council 5/10/2018 Program Review
IIC1-6	ePar
IIC1-7	Planning & Resource Allocation Committee (PARAC)
IIC1-8	Strategic Council
IIC1-9	Career and Academic Planning Post assessment
IIC1-10	Distance Learning Faculty Resources
IIC1-11	16-17DistanceLearningSAO
IIC1-12	Sierra Distance Learning Report June 2019
IIC1-13	Vision for Success
IIC1-14	Student Success Scorecard
IIC1-15	Strategic Planning Metrics
IIC1-16	Equity Data Dashboards
IIC2-1	SSAO Process
IIC2-2	SAO Template
IIC2-3	17-18CareerSAO
IIC2-4	Career Integration Momentum Points
IIC2-5	J8 Remodel Pictures
IIC2-6	17-18 Marketing SAO
IIC2-7	Business Template
IIC2-8	Interest Area Webpages
IIC2-9	Career Coach Webpage
IIC2-10	17-18 Financial Aid SAO
IIC2-11	Survey about SSAO Process
IIC2-12	Educational Effectiveness Committee

2019

Standard III

Resources

SIERRA COLLEGE

Standard III – Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard IIIA - Human Resources

IIIA1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

In order to ensure the integrity and quality of its programs and services, Sierra College hires faculty, staff, and administrators who meet or exceed stated minimum requirements. Using different types of applications, supplemental application materials, multiple interview levels, and performance demonstrations, a candidate's education, training, and experience are carefully assessed throughout the selection process. With the adoption of Hiretouch systems, the College uses the data management software for all recruitment, candidate evaluation, and related selection processes (IIIA1-1). For faculty hires, the Academic Senate Equivalency Committee ensures the integrity of a candidate's experience or eminence (IIIA1-2).

Sierra College adheres to hiring policies and procedures as established by the Board of Trustees which are based upon regulatory requirements and participatory governance philosophies. Board Policy 7120 describes recruitment and selection requirements and Administrative Procedure 7120 outlines the recruitment and selection process in accordance with the district's Equal Employment Opportunity (EEO) program (IIIA1-3, IIIA1-4, IIIA1-5). Board policies and administrative procedures are posted on the College's 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, Title 5. Depending upon the vacancy, position announcements for all full and part-time permanent positions are broadly published (IIIA1-6). All currently vacant jobs are described on the College's website (IIIA1-7).

Employment applications are accepted online. 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 selection process is monitored by a

trained EEO representative as well as the EEO Officer for the District. All committee members must receive EEO training before serving on a hiring committee (IIIA1-8).

For all employee groups, decisions to fill positions (whether replacements or new) are reviewed and approved through the Planning and Resource Allocation Committee (PARAC), Strategic Council, and the Board of Trustees. 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 determines if equivalency requirements are met (IIIA1-9).

Based upon the nature of the position, hiring committees are established with faculty, staff 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 verified and a verbal offer of employment is extended. For classified positions, each hiring manager works directly with either the Vice President of Human Resources or the Director of Human Resources prior to an offer of employment to ensure that all hiring procedures have been consistently followed. For faculty and management positions, all hiring includes Human Resources and the relevant area Vice President who ensures that hiring procedures are consistently followed. The candidate's name is then included on the next available Board agenda. Once board-approved, Human Resources emails 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 ensures that it employs only personnel who are qualified for their positions.

The Human Resources Office verifies that all degrees held by faculty and educational administrator applicants were awarded by institutions recognized by 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.

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. The requirements for each position are clearly stated in the on-line position announcements used to advertise and recruit and accurately reflect position duties and responsibilities. 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. Job descriptions for all employee groups are approved through the Board of Trustees (IIIA1-10).

The Human Resources Office ensures that applications are complete and that transcripts are verified. Human Resources also provides equivalency documentation and serves as a resource to the College's Equivalency Committee, a sub-committee of the Academic Senate. Candidates who are uncertain if they meet the State Chancellor's Office minimum qualifications may request a review of their qualifications by the Equivalency Committee. If deemed equivalent, the candidate is considered qualified for the position and his or her application is evaluated along with the other qualified applicants.

All employment announcements and applications are available on the District website 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 and outline the 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.

IIIA2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Job descriptions for faculty positions explain the necessary knowledge, skills, and abilities for the job, including required minimum qualifications for education and experience. The requirements for each position are stated in the on-line position announcements which are used to advertise and recruit (IIIA2-1).

Applications include a self-assessment section for candidates to describe how their knowledge, skills, abilities, education, and professional 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 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 and include assessing degrees, experience, subject matter expertise, and teaching ability, and the process includes at least one teaching demonstration. 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.

IIIA3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

As described above (see IIIA2), job descriptions for every position, including administrators, 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 the position duties and responsibilities are stated in the on-line position announcements used to advertise (IIIA3-1). The process requires hiring committee members to assess each application and ensure that the candidate meets or exceeds the minimum qualifications and stated job criteria. Members complete a reading rating guide and provide a grade for each application. Selected individuals are invited for interviews. Interviews and performance demonstrations verify that candidates meet the necessary skill level and subject matter expertise. Further, as described below (see IIIA5), the College regularly evaluates administrators and all employees responsible for educational programs and services to ensure that these employees continue to maintain the necessary qualifications to ensure institutional effectiveness and academic quality. 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. Using different types of applications, supplemental application materials, multiple interview levels, and performance demonstrations, a candidate's education, training, and experience is carefully assessed throughout the selection process.

IIIA4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from Non-U.S. institutions are recognized only if equivalence has been established.

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. The Human Resources Office ensures that applications are complete and that transcripts are verified (IIIA4-1). Human Resources also provides equivalency documentation and serves as a resource to the College's Equivalency Committee, a sub-committee of the Academic Senate (IIIA4-2). Candidates who are uncertain if they meet the State Chancellor's Office minimum qualifications established for each academic discipline may request a review of their qualifications by the Equivalency Committee (IIIA4-3). If deemed equivalent, the candidate is considered qualified for the position and his or her application is evaluated along with the other qualified applicants.

IIIA5. 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.

Sierra College ensures the effectiveness of its personnel 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 the appropriate collective bargaining agreements.

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 (CBA) (IIIA5-1, IIIA5-2). 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 and are available in the CBA for each unit located on the District's website (IIIA5-3, IIIA5-4, IIIA5-5). Completed evaluations become part of the employee's permanent personnel file located in and maintained by the Human Resources Office.

Faculty members, both full and part-time, are evaluated according to the procedures stated in the Sierra College Faculty Association (SCFA) Collective Bargaining Agreement (IIIA5-6). Full-time, tenured faculty members are evaluated every three years unless performance issues warrant more frequent evaluations. Full-time tenure-track faculty are evaluated every year for the first four years as part of the tenure process. Part-time faculty are evaluated during their first semester of employment and at least once every sixth semester thereafter.

The evaluation procedure for classified employees is described in the classified Federation of United School Employees (FUSE) Collective Bargaining Agreement (IIIA5-7). 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 their personnel file only after it has been discussed, the evaluation has been signed, and the employee has had the opportunity to respond and attach comments. Signed copies of the evaluation are given to the employee. The evaluation is based only on factual data of the job performance including direct observation of the employee.

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 objectives and subsequent performance of those objectives by the employees. Accomplishment of objectives and improvement of performance is expected from year to year. The evaluation process described in the SCMA Collective Bargaining Agreement outlines the current evaluation process (IIIA5-8). The District uses a management evaluation tool based on core tasks and performance against stated goals.

Actions taken following evaluations are formal, timely, and documented as detailed in the Collective Bargaining Agreements relevant to each employee unit. When improvement is necessary, 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 as well as relevant laws and policies.

All employees, including the Superintendent/President and the Vice Presidents, are evaluated annually, or as prescribed by the appropriate Collective Bargaining Agreement, 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. Evaluations are also a method for conveying commendation and appreciation.

IIIA7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Faculty staffing needs for the Rocklin main campus, the Nevada County Campus (NCC), Roseville 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 the Faculty Prioritization Work Group and the participatory governance bodies with final decisions made by the President of the College (IIIA7-1). Those positions recommended for hire based upon prioritization and budget allocation are forwarded to Strategic Council for review. Emergency or critical replacements may be recommended directly by either PARAC or Strategic Council to proceed to Board.

As of fall 2018, Sierra College employed 223 tenure-track and tenured faculty; and 681 part-time faculty. 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 205.7 for fall 2018. As of fall 2018 the District is 20.7 Full-Time Equivalent Faculty (FTEF) over its fall 2018 FON as provided by the Chancellor's Office (IIIA7-2).

IIIA8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.

Part-time faculty at Sierra College are incorporated into the employment policies and practices of the district. Like full-time faculty, part-time faculty at Sierra College are also represented by SCFA and many of the working conditions and related matters are governed by the collective bargaining agreement between the district and SCFA, including, but not limited to, evaluation, compensation, leaves, and professional development requirements (IIIA8-1). The Professional and Organizational Development Department (POD) holds part-time faculty orientations each semester (IIIA8-2). In addition, most part-time faculty are eligible to participate in and are eligible for flex professional development activities each semester in accordance with the

Collective Bargaining Agreement. In order to increase the participation of part-time faculty, additional compensation has been authorized for part-time faculty to attend professional development activities (beyond flex eligible time) during flex week for the last two semesters (Spring 2018, Fall 2018). Part-time faculty also serve in our participatory governance process and numerous committees and work groups throughout Sierra College.

Sierra College regularly works with SCFA, Academic Senate, POD, and the area deans to ensure greater participation of part-time faculty throughout the organization. As we integrate a new employee learning management system (ProDev) for our POD program this will allow even more opportunity with greater online professional development offerings to further include our part-time faculty in the relevant trainings.

IIIA9. The institution has sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Staffing needs for the Rocklin main campus, the NCC, Roseville and the Tahoe-Truckee Centers are evaluated and prioritized district-wide through the resource allocation process—commonly referred to as ePAR (electronic Program Assessment and Review). The requests are annually prioritized through participatory governance bodies with final decisions made by the President of the college (IIIA9-1). Replacement positions are reviewed against the prioritized list of ePAR requests by PARAC. Those positions recommended for hire are forwarded to Strategic Council for review. Emergency or critical replacements may be recommended directly by Strategic Council and the President. As of Fall 2018, Sierra College employed 239 classified employees.

Regarding qualifications, 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 through the reclassification process (IIIA9-2). 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. Job descriptions for all employee groups are approved through the Board of Trustees.

The District regularly monitors staffing levels in all divisions and departments throughout the College and regularly keeps the College community informed by presenting a staffing status at each Strategic Council meeting to update the group on new and replacement positions as well as hiring status (IIIA9-3).

New revenues are distributed between personnel and operations costs. The district has added numerous important staff positions in the last three years. In July of 2015 the District had 222 classified positions and now currently has 239 as of Fall 2018.

IIIA10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Administrative staffing needs for the Rocklin main campus, NCC, Roseville and the Tahoe-Truckee Centers are evaluated and prioritized district-wide through the resource allocation process (referred to as ePAR). The requests are annually prioritized through participatory governance bodies with final decisions made by the President of the College. Replacement positions are reviewed against the prioritized list of ePAR requests by PARAC. Those positions recommended for hire are forwarded to Strategic Council for review. Emergency or critical replacements may be recommended directly by Strategic Council and the President. As of fall 2018, Sierra College employed 29 classified supervisors, and 21 educational administrators.

Administrators at the College regularly attend conferences and professional development related to their areas. Administrators are encouraged to participate in ongoing training and engage with peers in similar roles at other institutions through professional organizations. The College also provides internal trainings for managers through regular management team meetings and special institutes such as the Management Equity Retreat and the Sierra College Leadership Institute which was offered during the 2016-2017 and 2017-2018 school years in conjunction with the University of the Pacific (III10-1, III10-2).

Whenever an administrative vacancy occurs, the job description is checked for currency and accuracy before the position is advertised. 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. Job descriptions for all employee groups are approved through the Board of Trustees.

The District regularly monitors administrative staffing levels in all divisions and departments throughout the College and regularly keeps the College community informed by presenting a staffing status at each Strategic Council meeting to update the group on new and replacement positions as well as hiring status (IIIA10-3).

IIIA11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Personnel policies and procedures are clearly delineated in the District's board policies and administrative procedures and are posted on the College's website (IIIA11-1). Policies on commitment to diversity, recruitment and selection, hiring procedures, and salary placement ensure fairness in all employment procedures. Personnel policies derive from a variety of sources: participatory governance, state and federal legal requirements, collective bargaining agreements, and past practice. Personnel policies and procedures are available on the College's website. Newly hired staff and faculty receive an orientation on HR policies as well as an overview of the participatory governance process (IIIA11-2). It is the responsibility of the

Human Resources Office to orient faculty and staff on procedures and EEO guidelines for hiring committees.

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 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 as well as Strategic Council for comments and suggestions before final adoption of policies by the Board of Trustees. The College administers its policies and procedures equitably and consistent with state and federal law.

All board policies and procedures related to personnel are regularly reviewed. Development of new or revised policies and procedures occurs in participatory governance, and/or through the Human Resources and Business Services offices. The Human Resources Office ensures that all hiring procedures are followed scrupulously and will delay a hiring committee's work if required procedures are not being followed. New, modified, or deleted policies and procedures are distributed district-wide through the participatory governance senates before final adoption by the Board (IIIA11-3). All APs and BPs, and especially those which pertain to the Academic Senate's special areas of interest, receive two hearings before the Academic Senate prior to their submission to Strategic Council for a final recommendation to the Superintendent/President. Through the shared governance process, any Sierra College employee or student can suggest changes to policies and procedures as they are being developed, revised, or submitted for final adoption. All currently approved APs and BPs are posted on the College website.

IIIA12. Through its policies and practices, the institution creates and maintains appropriate programs, practices and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The District is committed to equity, diversity, inclusion, and cultural awareness. The EEO office and the EEO advisory committee support and sustain campus and community programs and services that celebrate diverse cultures, lifestyles, and abilities. The District and its EEO office strive to create a welcoming environment that stresses the value and uniqueness of each student and employee.

The College has added an extensive number of equity-based trainings in the last several years. Among numerous other trainings there have been thirty eight sessions held for employees on Elimination of Bias in the Hiring Process, three sessions of EEO training for new and continuing EEO representatives and Hiring Chairs entitled, "Practicing Color Bravery," four multi-day Equity Retreats, and two District wide full-day Equity Summits for all employees in Spring 2019 (IIIA12-1, IIIA12-2, IIIA12-3, IIIA12-4). In addition, in spring of 2018 the district sent ten faculty, staff, and managers to a multiday training entitled, "Institute for Equity in Faculty Hiring" put on by the University of Southern California's (USC) Center for Urban Education (CUE). In January of 2018, the District, after a lengthy search process, was able to hire a Director of EEO, Diversity and Title IX to specifically focus on issues of equity and inclusion

for the campus community (IIIA12-5). The District supports a variety of activities and programs focused on equity education and cultural enrichment and the EEO Advisory Committee is a strong and active body at Sierra College (IIIA12-6).

The Human Resources Office and EEO Officer is responsible for all recruiting and hiring throughout the District. The EEO Officer 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 and the EEO Officer 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. Human Resources is also responsible for ensuring that committee members are trained in EEO regulations and procedures.

The EEO Office evaluates statistics on gender, race, ethnicity, and disability for all applicants and hires. The EEO Advisory Committee is active in supporting the College's efforts to recruit and hire diverse faculty and staff.

IIIA13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Sierra College has developed policies and procedures to ensure that all employees act with professionalism and integrity. Modeling ethical behavior starts with the Board of Trustees, the Superintendent/President and the Executive Team, and extends to all faculty, managers, and classified staff (IIIA13-1). The Sierra College 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 (IIIA13-2). These two codes outline the standards of character and behavior which all employees of the College are expected to exhibit. Besides these polices, the Board has adopted an additional policy relating to Board Conflict of Interest. This document spells out the guidelines for Board Members to follow to avoid conflicts of interest (IIIA13-3). A professional code of ethics has been written, adopted, and is upheld by groups representing all personnel at the College.

IIIA14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The Professional and Organizational Development (POD) Office in partnership with the POD Committee and the Faculty Development Committee (FDC) provides leadership and is responsible for the College's professional and organizational development. Responsible for the planning, scheduling, and assessment of professional development workshops and programs that meet the needs of classified, faculty and management employees, the POD Office is staffed by an Educational Director of Professional Organization Development (Educational Administrator),

a full-time classified employee (Professional Development Coordinator), and one faculty member, with 60% release from their teaching duties. The FDC is a standing committee under Academic Senate and is comprised of faculty who participate to advise and assess programs offered by the POD Office related to faculty. The members of the FDC also participate on the POD Committee which is made up of classified, faculty and managers and acts as an advisory and planning committee to the Educational Director and the District on professional development for all employees (IIIA14-1).

Professional and Organizational Development (POD) works closely with the Human Resources Office, the Instruction Office, the faculty, management, and classified senates, and the instructional divisions and departments to provide a program that is systematic, comprehensive, and beneficial to the entire campus community. The College's program of Professional Development activities offers a wide range of development opportunities, from mandated trainings to workshops focused on pedagogy and classroom management (IIIA14-2). Longer professional development opportunities such as New Faculty Academy, Instructional Skills Workshop, Sierra College Leadership Institute, Sierra College Orientation Program for Employees (SCOPE), and Sierra College Collaborative Culture and Civility Training are also offered (IIIA14-3, IIIA14-4, IIIA14-5, IIIA14-6). These programs are designed to help new and continuing faculty, managers, and staff acculturate to the College and improve their practice. The College is also in the process of transitioning to a new learning management system (ProDev) for professional development in order streamline our process and increase online offerings (IIIA14-7).

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 semester (IIIA14-8). 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. For Convocation, the POD Committee plans a theme of general interest to the campus (e.g., diversity, community, career and technical education, accreditation) and schedules a variety of thematically relevant flex workshops to complement each Convocation program (IIIA14-9).

In addition to the campus-wide workshops and trainings administered through the POD Office, the District also provides to all employees, when funding permits, opportunities for travel to conferences and meetings (IIIA14-10). Individual instructional divisions also offer trainings specific to their areas. The POD Office has several workstations equipped with computers and a printer and copier for part-time faculty use. Additionally, through staff recognition awards, the POD acknowledges excellent performance and enhances the sharing of best practices across campus.

In addition to providing on-campus opportunities for training, 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 the employee learning management system (ProDev), a tracking database program with a survey function that allows POD to ascertain the utility of each program based on user feedback which allows managers to ensure the compliance of their employees with mandated trainings. The POD Office meets all California Community Colleges Chancellor's Office reporting requirements.

IIIA15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personal records in accordance with the law.

Personnel records are securely maintained in the personnel office. During the past five years, the Human Resources Office completed the scanning of all active and inactive personnel files into the District's secured Onbase document imaging system. The College's human resource records have been completely digital since summer of 2011. In order to guarantee confidentiality and security, login in access to the Onbase 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 Board Policy and Collective Bargaining Agreements (IIIA15-1, IIIA15-2, IIIA15-3, IIIA15-4). 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.

Standard IIIA Evidence

IIIA1-1	Hiretouch Link
IIIA1-2	Equivalency Hearing Agenda
IIIA1-3	BP 7120
IIIA1-4	AP 7120
IIIA1-5	EEO Plan
IIIA1-6	List Reposting Locations
IIIA1-7	Employment section of the College Website
IIIA1-8	Announcement for EEO Training Flyer
IIIA1-9	AP 7211
IIIA1-10	Sample Job Descriptions and Job Announcements
IIIA2-1	Sample Faculty Job Description and Job Announcement
IIIA3-1	Sample Position Announcement Management
IIIA4-1	BP and AP 7211

IIIA14-1   Agendas for FDC and POD
IIIA14-2   Learner web Pro Dev Pedagogy Course List
IIIA14-3   New Faculty Academy Agenda Sample
IIIA14-4   Instructional Skills Workshop Email
IIIA14-5   Email flyer Sierra College Leadership Institute
IIIA14-6   Sierra College Collaborative Culture Civility Training Email
IIIA14-7   Pro Dev Announcement
IIIA14-8   Flex Training Offerings
IIIA14-9   Program for Fall 2018 Convocation
IIIA14-10   Conference travel Reimbursement Form

IIIA15-1   Administrative Procedure 7145
IIIA15-2   SCFA Faculty CBA Article 20
IIIA15-3   FUSE CBA Article 27 Classified Employees
IIIA15-4   SCMA CBA Article 18 Management

Standard IIIB – Physical Resources

IIIB1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Sierra College 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. The College ensures that facilities are designed and constructed in compliance with California's Division of the State Architect (DSA) requirements, which includes the Americans with Disabilities Act, the California Building Code, and structural design requirements that are more robust than California Building Code requirements. All project plans are reviewed and approved by DSA engineers, and construction and completion inspections are done by DSA-certified building inspectors (IIIB1-1).

The College annually assesses the physical spaces on each campus to determine if the spaces are in good working order, if they are sufficient for the instructional programming, and if they are appropriately categorized in the space inventory of the District. If repairs are needed to existing spaces, a maintenance work order is developed for the Facilities Division maintenance crew. If existing spaces are too small for instruction, the Facilities Director works with the Instructional Dean to find larger space and/or to start the development process for an expansion project (IIIB1-2).

Maintaining campus and building access is the responsibility of the Facilities Division. The three newer campuses—Nevada County Campus (NCC), Tahoe-Truckee Campus (TTC), and Roseville Center—were built to a relatively recent ADA standard, and access issues are

addressed using campus budgets. Access on the Rocklin campus is more challenging because of the size and age of the campus and the significant grade changes across campus. For Rocklin, access is continually improved and maintained using the Facilities Division ADA budget; this budget is used to correct specific access issues as they arise and to improve accessibility around the campus by improving paths of travel between buildings and improving accessibility within buildings (e.g. installing low-profile classroom thresholds, lever handles on doors, bi-level drinking fountains, etc.).

Maintaining a safe, secure, and healthy learning and working environment is accomplished through teamwork across multiple District organizations, and through the oversight of the District Safety Committee. The Safety Committee meets monthly to review and address safety concerns on all campuses. The Safety Committee is chaired by the District Safety Officer, who is also the Deputy Director for Plant Operations, and membership includes classified staff, managers, students, and faculty, who not only represent their constituent groups but also their respective subject matter areas: Facilities, Security, Human Resources, and Finance (bringing both fiscal and risk management expertise). NCC and TTC campus representatives participate via Skype or a conference call. Safety issues are submitted to the District Safety Officer using the Report of Unsafe Condition, Hazard, or Work Practice form (IIIB1-3). All urgent safety issues are immediately addressed by the Facilities Division; non-urgent safety issues are reviewed by the Safety Committee and appropriate corrective measures are determined and assigned. The Safety Committee also has a small budget that is used for low-cost safety improvements.

Additionally, the District has another standing committee with some overlapping responsibilities for access, safety, security and healthful learning and working environments: The Facilities Council. The Facilities Council is made up of the District operations directors (Facilities, Finance, Information and Instructional 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 (IIIB1-4).

IIIB2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

In order to ensure the effective utilization and continuing quality of physical resources, the District regularly evaluates its facilities, equipment, and instructional equipment, and based on those evaluations, plans for its facilities and equipment near-term and long-term needs. These evaluations are performed from multiple perspectives, both annually and every three years.

The District divisions are asked to identify facility and equipment user needs annually; these needs are captured in the District resource request database (IIIB2-1). The Facilities Division also conducts annual evaluations from maintenance, utilization, and operations perspectives to identify facility and equipment needs. As part of this annual assessment, the Facilities Division analyzes the purposes for which facilities are being used, as well as the efficiency of this facility utilization.

This inventory information is combined with Weekly Student Contact Hour (WSCH) data provided by the state to calculate a capacity/load ratio or utilization value. 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 (IIIB2-2).

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 Spring of 2017. 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 (IIIB2-3).

Both short and long-term physical resource needs are incorporated into the District's Planning and Resource Allocation Process. Long-term facility needs are incorporated into the master planning for each campus. Campus master plans were developed for NCC and TTC to guide the expenditure of local facility bonds passed by those respective communities in 2004. NCC is currently updating its Facilities Master Plan (FMP) to reflect present and future facility needs. Rocklin finalized the FMP in Spring of 2018, which was approved by the Board in June 2018 (IIIB2-4). The first phase of the FMP implementation will be funded by the proceeds from the Measure E facilities bond which was approved by voters in June 2018, as well as State funding to the extent the District is successful at securing such funding (IIIB2-5).

The first phase of the Rocklin FMP implementation includes both new buildings and renovation projects on existing buildings. The planned new buildings include a parking garage, an instruction building, a science building, a Public Safety Training Center, and new student housing. Buildings that are planned for renovations include the cafeteria and bookstore buildings (J/K Buildings), the primary student services building (L Building), the gym buildings (G Building), the theater and music buildings (T/D Buildings), and the vocational instructional buildings (H/N Buildings). Campus-wide infrastructure, including information technology infrastructure, will be updated and upsized as needed (IIIB2-5).

The District strives to adequately maintain 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 funded by operations and maintenance budgets. When unexpected high-cost

repair or replacement needs arise, District general funds or District reserves are utilized to ensure appropriate facilities are available to support programs and services.

IIIB3. 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.

To assure the feasibility and effectiveness of District physical resources, District staff from operations, instruction, and student services regularly evaluate facilities, equipment, and instructional equipment both annually and on a three-year cycle, as explained in IIID2, above. Identified needs are incorporated into the District's Planning and Resource Allocation Process, and prioritized according to the criticality of the need, the level of utilization of the facility or equipment, and the projected future demand on that facility or equipment.

Short-term, lower cost facility and equipment needs are addressed in the District Planning and Resource Allocation Process, division budget augmentations, and the use of District Capital Project Reserve funding. Long-term, higher cost projects, such as building a new facility or renovating an existing facility, are incorporated into the campus facilities master plan and then submitted to the Chancellor's office for State funding as part of the District's annual five-year capital construction plan (IIIB3-1). High-cost maintenance projects are incorporated into the District's 5-year scheduled maintenance plan; these projects are prioritized each year and funded as State funding is available (IIIB3-2).

IIIB4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The District's capital improvement program consists of three Facilities Master Plans (FMP); one for each of the three District-owned campuses. The campus FMP are prepared or updated as needed to best support the District's Strategic Master Plan (SMP) and Educational Master Plan (EMP), and the specific near and long-term campus facility and infrastructure needs. Facilities Master Plans for Nevada County Campus (NCC) and Tahoe-Truckee Campus (TTC) campuses were developed in 2004 to inform the successful School Facilities Improvement District bond campaigns in those communities; those local bonds enabled the construction of the new TCC and the expansion and renovation of NCC. NCC is currently updating their FMP to reflect near-term and future facility needs. The current FMP for the Rocklin campus, which was adopted by the Board of Trustees in June 2018, is currently beginning the first phase of implementation afforded by the passage of Measure E. The first phase of the FMP implementation will primarily be funded by the proceeds from the Measure E facilities bond which was approved by voters in June 2018, but because some of the projects qualify for State funding, those projects may be partially funded by the State.

The total cost of ownership of new facilities and new equipment is addressed in two ways by the District. For new facilities that are partially funded by the State, Section 9.1 of the Final Project Proposals that are submitted to the State require facility owners to identify all instructional, administrative, and maintenance costs resulting from the proposed project, including personnel costs (IIIB4-1). These new ongoing costs then become resource requests in the Planning and

Resource Allocation Process, and are reviewed and ranked for one-time funding, or included in the appropriate Division's budget augmentation requests. For both new facilities and new equipment, the associated ongoing General Fund costs for additional staffing, supplies, maintenance, and utilities are identified in the resource request template used in the District's Planning and Resource Allocation Process (IIIB4-2).

Standard IIIB Evidence

IIIB1-1	AP 6600
IIIB1-2	Maintenance Work Order
IIIB1-3	Unsafe Condition Form
IIIB1-4	Facilities Council Charter
IIIB2-1	Example Facility Resource Request
IIIB2-2	Occupancy Assessment Example
IIIB2-3	Facility Condition Assessment Report
IIIB2-4	Approved 2018 FMP site plan
IIIB2-5	Five Year Plan Summary 2018
IIIB3-1	Five Year Plan Summary 20181
IIIB3-2	Five-year Scheduled Maintenance Plan
IIIB4-1	FPP Form 9.1
IIIB4-2	Example Facility Resource Request

Standard IIIC – Technology Resources

IIIC1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Sierra College maintains adequate and appropriate technology services, professional support, facilities, hardware, and software to support the institution. The electronic Program Assessment and Review (ePAR) process serves as the primary mechanism for each department and/or program to identify the technology needed to support that program and request resources to address these needs (IIIC1-1, IIIC1-2). The Information and Instruction Technology (IIT) Division, as the College's subject matter expert, plays a central role in evaluating these requests and developing potential solutions. Reports from the ePAR process help IIT to identify specific needs and priorities and then review these priorities with the appropriate technology governance organization(s). By collecting information from the annual ePAR requests and the Program Reviews submitted by functional departments and instructional programs, IIT is better able to identify how to support the Technology Strategic Plan. This information is used to evaluate technology project requests, develop cost estimates and funding strategies, and are used to develop additional ePAR requests for technology, staffing, training, and infrastructure upgrades (IIIC1-3, IIIC1-4). Updated plans and project prioritization are then reviewed by one or more of the following technology governance bodies: DOTS (District Operational Technology Steering), Team Leads (Banner ERP governance), Ed Tech (Education Technology Advisory Group), DLIT (Distance Learning Instructional Technology), and SITC (Student-Instruction Technology Committee).

Professional Support. The IIT division is made up of 34 staff members across four departments; Technical Support Services, Network Operations, Systems and Programming, and Student Applications. In April 2015, IIT hired a consulting firm to assess staffing levels and customer satisfaction ratings as well as benchmarking Sierra College IIT against other California community colleges (IIIC1-5). The report contained overall positive results from an internal customer satisfaction survey that help to demonstrate strengths in professional support. In 2016, the IIT Division reorganized the division such that the Chief Technology Officer reports to the Vice President Student Services and added the fourth IIT department, Student Applications. This change better positioned the IIT Division to provide the professional support required to advance the District's intensified student success and equity initiatives while continuing to meet baseline academic and administrative operational support needs.

The IIT Help Desk provides PC and network support from 8 am to 5 pm during the semester. Work requests are submitted by telephone or email to a central helpdesk office where they are logged into a ticketing system. Other support staff such as Systems Administrators and Database Systems Administrators are available after hours as needed through contracted overtime pay when approved by a supervisor (IIIC1-6).

For large or complex projects, IIT will supplement its resources with either consultants who bring additional expertise needed to meet District needs, or contract staffing to fill under-staff projects or support services that require temporary supplemental resources. Examples of this include contracted Senior Analyst Programmer for the College's Student Success and Support Program (SSSP) funded programming work, or the Banner 9 Upgrade that requires consulting engagements (IIIC1-7, IIIC1-8, IIIC1-9, IIIC1-10).

Facilities, Hardware, and Software. In addition to supporting the College's Banner Enterprise Resource Planning (ERP) system for student and instructional services, IIT provides hosting services and support for a wide variety of hardware and software. Technology services at the four college campuses (Rocklin, Nevada County Campus, Tahoe-Truckee, and the Roseville Center) supports 182 District-wide smart classrooms, representing a majority of the College's instructional space, which allows for technology-enhanced instruction and student presentations (IIIC1-11). Since 2013 the College has invested $655,615 for smart classrooms. Additionally, there are over twenty computer labs across all four campuses supported by IIT and, since 2013, the District invested over $660,000 replacing or upgrading approximately 1,505 desktop computers and moving towards more cost-effective virtual desktop technology (IIIC1-12, IIIC1-13).

Since 2015, the District has invested heavily into information security. A District Security Program was formalized with a structure of four pillars: 1) self-assessment and monitoring; 2) end user awareness and training; 3) policy and procedures; and 4) security incident response. An Information Security Committee was formalized to govern the Security Program and forward recommendations on through the IIT governance process (IIIC1-14). An IT Security Specialist position was created and filled to assure monitoring systems were in place and the District could respond to alerts, that end-users could be educated on information security risks, and to inform and recommend to the Information Security Committee (IIIC1-15). Around the same time, the District also invested heavily in security hardware and software. Two new firewalls were purchased for both network perimeter security and application level security. The SPLUNK system was installed and configured to provide a centralized alerting and reporting system by aggregating logging and alerts from various systems and services like Windows Active Directory, the District firewalls, and the Nagios monitoring system.

In the assessment process, computers reduce the number of hours that counselors spend on routine services, freeing time for additional student appointments. Computer labs often rely on Instructional Aides (full-time classified staff) or faculty to monitor the equipment and provide minor troubleshooting support. IIT also supports the maintenance of the District's Integrated Library Management System, Voyager, which serves all four Sierra College sites and a joint use public library in the City of Lincoln. IIT provides hosting and support for a variety of third-party systems (IIIC1-16).

IIT occupies two key central server room locations in the Rocklin campus and one at the NCC campus that combine for over 346 virtual servers and 123 terabytes of storage (IIIC1-17). In the last eight years, IIT has virtualized nearly all server and software services for the District, reducing the footprint of the hardware. The District's battery backup and generator systems,

HVAC cooling systems, and fire suppression systems can now be significantly downsized, providing needed office space back to the District and lowering utility costs associated with computing capacity.

In 2018, the District Board approved significant budget augmentations for infrastructure and facilities improvements to support the District's technology. Specifically, the new investment included $750,000 in one-time funding to address current technology needs and an increase of $250,000 in ongoing funding to support expanded regular refresh of technology (IIIC1-18). These investments will support increased server backup capacity, refresh of our virtualization server infrastructure, and strategic placement of services in the cloud. The core campus main distribution frames have been replaced or upgraded to support a redundant fiber network connecting the five core buildings at 20 gigabits per second (Gbps), and internet capacity upgrades through our CENIC provider to 10 Gbps. Additionally, the network capacity and speeds to the three remote campus locations are targeted to be upgraded to 1 Gbps by Q3, 2019, allowing the District to better leverage core centrally-managed IIT services at sites with less on-site resources (IIIC1-19). The District's wireless network access is available to students, faculty and staff on the College's campuses with over 229 hot spots deployed in both indoor and outdoor common areas and purpose specific instructional areas. As part of the overall network upgrade, additional WiFi hot spots are planned in 2018 through 2020 to extend the reach of WiFi network services for more broad-based instructional use.

The College holds site licenses for Microsoft products, Macintosh operating systems, antivirus protection, deep freeze software, and other server operating systems and networked products. There are also many licenses for discipline-specific educational software which is generally the responsibility of the individual instructor to support (IIIC1-20). Sierra College offers more than three hundred online and hybrid courses each semester enrolling more than 11,000 students. The College uses Instructure (Canvas) for its educational course management system through a contract with the California OEI and maintains both production and test servers to support the online instructional environment.

IIIC2. The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

In 2017, the Information and Instruction Technology (IIT) department reorganized under the Vice President of Student Services to better align itself with the District's core strategic goals (IIIC2-1). This reorganization led to an updated vision statement for IIT:

> IIT Vision Statement 2017: *Information and Instructional Technology (IIT) will re-engineer itself to responsively align with the District initiatives centered on the student experience and increasing student success.*

In 2018, the District constructed a Technology Strategic Plan (IIIC2-2) to align technology initiatives with the goals outlined in the District's Strategic Plan and Education Master Plan (IIIC2-3, IIIC2-4). The 2018 Technology Strategic Plan replaced the 2014 Technology Master Plan (IIIC2-5) as the enveloping technology road map document to be reviewed annually by the
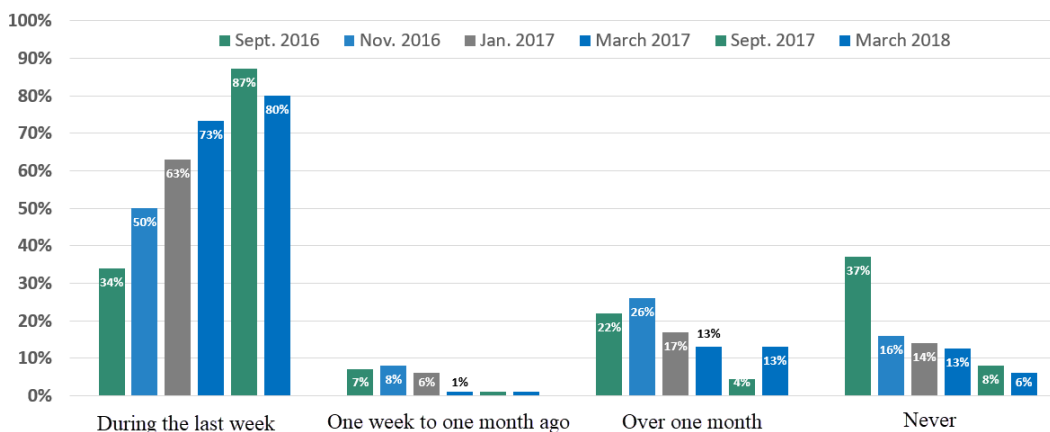
technology governance structure and formally updated every three years. The District leverages an institutional project management process that is used to request technology resources for an established business case and alignment to the Technology Strategic Plan. Each project request is reviewed and approved by the requesting manager, VP, and Chief Technology Officer. Additionally, the electronic Program Assessment and Review (ePAR) process identifies technology-specific resources needed across the District to align the ePAR funding requests with technology projects and goals.

The 2017 planning efforts have enabled IIT to better focus on enhancing the student experience and student success. Below are examples of the resulting accomplishments:

1. Provided robust support for the District's R4S (Reengineering Sierra College for Student Success) by procuring and implementing new Class Scheduling software (Ad Astra) to better align class offerings in locations and times better suited for students. Upgraded degree planning systems so they provide the data necessary to predict student need and feed that data into the course scheduling system.
2. Updated mySierra student portal information with a simplified and clearer user interface. Created automated, personalized information in the portal about next steps, support programs and Interest Areas.
3. Built and introduced the mySierra Student Mobile App for students to have easy access to class schedules, campus maps, and registration and payment services from their smartphones. Also implemented targeted push notifications for mobile app users to nudge students towards completion.
4. Implemented automated, targeted, just-in-time push communications to students and personalized information about next steps in the student portal.
5. Removed barriers to accessing email communications from the College by:
   a. Improving the sign-in experience
   b. Proactively monitoring email access by students
   c. Enable nudging students to check email

   The chart below reflects how recently students logged in to check their email for a specific time period:

Most Recently Checked email

|	Sept. 2016	Nov. 2016	Jan. 2017	March 2017	Sept. 2017	March 2018
During the last week	34%	50%	63%	73%	87%	80%
One week to one month ago	7%	8%	6%	1%		
Over one month	22%	26%	17%	13%	4%	13%
Never	37%	16%	14%	13%	8%	6%

A much higher percentage of students are now logging within the last week, whereas the number that have never logged is falling consistently. Additionally, as a result of its planning efforts, the District has invested in a significant number of technology upgrades over the past five years. Some of the highlights are:

- The Banner ERP system servers were refreshed by migrating the systems into the District's virtual server infrastructure.
- The District Document imaging system was upgraded to Hyland Software's OnBase solution replacing the obsolete Hershey Imaging System.
- In 2016, the District upgraded its core network switches to expand capacity and redundancy.
- A District-wide WiFi upgrade was completed to meet the latest access point standards.
- In 2015 and 2016, the District security posture was completely refreshed by upgrading obsolete firewalls with newer Palo Alto and F5 solutions.
- In 2015 and 2016, the District deployed virtual desktop technology that allows for lower cost, smaller footprint computers to replace larger and more expensive desktop computers. To date, the College has deployed approximately 320 virtual desktop lab computers.
- Over the past five years, Sierra College upgraded or refreshed 1,505 lab computers (IIIC2-6).
- Over the past five years, the College upgraded or added 88 smart classrooms (IIIC2-7).
- In 2018-19, the District implemented a major upgrade to the Banner ERP system which required a complete re-installation of its application servers and upgrade the underlying programming tools used to support the system. Ellucian's Banner

XE platform (Banner 9) is a rewrite using current web-based technology to enhance the student experience.

- Windows 2003 Upgrade Project (shown below) upgraded or decommissioned 54 District servers to Windows 2008, 2012, or 2016.
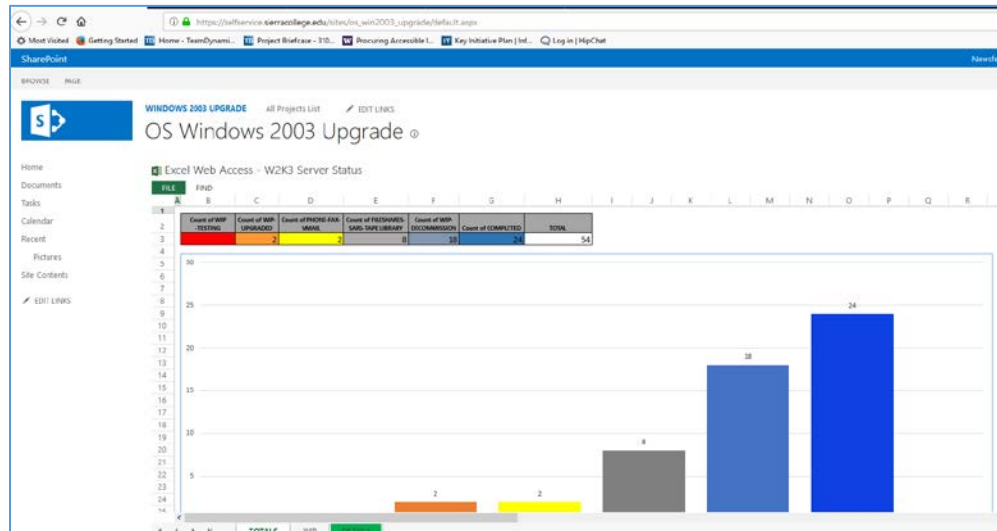
- As of August 2018, there are approximately 2,203 District computers upgraded to Windows 10.
- Implemented single sign-on (SSO) with centralized self-service password reset for Windows/AD, mySierra portal, Banner 9, Degreeworks, Canvas, Starfish, and all major District applications.
- Upgraded mySierra portal to Luminis 5.3
- Migrated all student, faculty, and staff email to Office 365
- Upgraded Accutrack lab use tracking system to AccuSQL

Note: Full list of Technology Completed Projects can be found on the District's intranet at https://inside.sierracollege.edu/IIT/projects (IIIC2-8).

IIIC3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Sierra College technology resources are implemented and maintained to assure reliable access, safety, and security at all campus locations. The District's largest campus is the Rocklin campus which is where the central core Information and Instructional Technology (IIT) support services reside, including 34 IIT staff (see prior IIT Org Chart), redundant data center/server farms, and core network/internet services. Remote server rooms are in place at all remote campuses - Nevada County Campus (NCC), Tahoe Truckee Center (TTC), and Roseville Center - to provide networking services, local applications, and data storage services. The remote server rooms are monitored and managed centrally from the Rocklin campus data center (IIIC3-1).

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The IIT Division works closely with the remote campuses to assure technology resources are maintained, supported, and secure. To start, information security is assured at all remote sites as their networks are connected to the District's core network through private circuits, ensuring that all data and transmissions are behind the District's security perimeter and firewalls (IIIC3-2). Additionally, IIT has deployed systems that help manage computer assets from the Rocklin data center while simultaneously extending enhanced support services to the remote locations.

As examples:

- All antivirus and desktop security is deployed at all campuses and managed centrally. The majority of computer software images are created and deployed as central services (IIIC3-3).
- Virtual desktop technology has also been deployed at each location allowing them to leverage centralized investment in Windows and application deployment services.
- Computer updates and patches are managed through Microsoft WSUS and System Center services to all campus locations (IIIC3-4).
- Remote site shared drives are replicated to Rocklin and backed up.

In terms of staffing, a full-time Network Support Specialist and Audio-Video Technician work at NCC, the larger remote campus, to provide ready availability for on-site support needs. Additionally, the District has Instructional Assistants at both NCC and TTC who work closely with IIT staff to ensure support needs are met. The IIT Technical Support Services Manager and IIT support staff meet monthly with NCC Dean and NCC Operations Manager to identify ongoing issues and resolutions, as well as project needs and status updates. Additionally, the Chief Technology Officer meets at least once annually with each dean to discuss technology needs and quality control for remote campuses and instructional needs, and the Education Technology Advisory Group (Ed Tech) maintains representatives from the NCC campus (IIIC3-5).

Within each campus, instructional departments have Instructional Assistants (IAs) responsible for maintaining technology labs and equipment and providing tier-1 technical support to faculty and students. IIT works closely with the IAs and respective dean to ensure there is definition regarding roles and responsibilities as well as appropriate levels of support in computer labs, smart classrooms, and other technology learning centers (IIIC3-6).

IIIC4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Training in the effective application of the College's technology is achieved through a combination of: 1) academic literacy through course work; 2) services provided to students as they enter the institution and continue their education at the College; and 3) through training offered to faculty and staff through Staff Development, Distance Learning, and Information and Instructional Technology (IIT). This approach is described in more detail below. Online tutorials introduce students to the College's website, mySierra, Canvas (the student online learning 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 (IIIC4-1, IIIC4-2).

IIT staff provides training to faculty and staff on information security and general Office 365 use during periodic scheduled trainings and during the District's Flex week. Staff development funding is augmented by Telecommunications and Technology Infrastructure Program (TTIP) categorical funding to supplement additional training for online learning course development, computer software, and accessibility regulations. Before a faculty member is authorized to teach an online course, they must complete training on the Canvas course management system to ensure effective online instruction. Other staff development activities have included training on the Cascade web content management system, SharePoint (Inside.Sierra intranet), and Tracdat (IIIC4-3).

Due to the number of third-party software systems used by the College, users are also provided area-specific training to learn and stay current with the technology. Examples of this training include staff training in Student Services for OnBase Document Imaging, or Banner Enterprise Resource Planning (ERP) technical training for staff and Team Leads such as the Introduction to Banner Finance conducted by the Business Services Information Systems Specialist. Needs for other training are also identified through Ed Tech and Banner Team Leads (IIIC4-4).

Departmental training on specialized topics is scheduled as needed and identified in electronic Program Assessment and Review (ePAR) requests. Reports received from the District Help Desk ticketing system software help determine if special training is required to address repeated calls hindering productivity. IIT Help Desk staff frequently provide training by phone, through desktop sharing, or through documenting routine tasks for end users of standard applications such as MS Outlook, MS Office, and mySierra account provisioning and password resets (IIIC4-3).

IIT staff are trained through budgeted classes, conferences, and ePAR requests to ensure job skills remain current and industry best practices are followed. Each year, IIT managers review staff performance, technology initiatives, and available resourcing to determine necessary budget and ePAR requests for training their teams (IIIC4-5).

IIIC5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

The District's institutional policies and procedures that guide the appropriate use of technology are found in three formats: 1) Board Policy (BP) and Administrative Procedures (AP); 2) departmental or functional standard operating procedures; and 3) District standards as delegated through Board Administrative Procedures for designated personnel to document and enforce. The District's BP 3720 and AP 3720 is the primary Computer and Network Use Policy (IIIC5-1, IIIC5-2). It identifies the District's definition of appropriate use of computing resources as well as the responsibilities for student, faculty, and staff. Additional APs exist for Information Systems Data Backup Procedures (AP 3721) and for Electronic Information Security (AP 3722) (IIIC5-3, IIIC5-4). Technology Standard Operating Procedures (SOP's) and standards can be

found on the District's intranet inside.sierra on the Informational and Instructional Technology (IIT) home page and IIT Help Desk page (IIIC5-5).

Additional APs are in place to cover specific aspects of technology such as:

- AP 6365 - Contracts - Accessibility of Information Technology, which stipulates that computer and software purchases must meet legal mandates for accessibility (IIIC5-6).
- AP 6360 - Contracts - Electronic Systems & Materials, which stipulates competitive purchasing requirements for technology (IIIC5-7).
- AP 5140 – Disabled Students Programs and Services (DSPS) itemizes the responsibilities of the DSPS program related to assistive technologies (IIIC5-8).

Standard IIIC Evidence

IIIC1-1	Planning and Budget Allocation Process Adopted 5.11.18
IIIC1-2	Planning and Governance Site-Inside Sierra
IIIC1-3	Project Request Form
IIIC1-4	Technology Project Process Summary
IIIC1-5	Sierra College Final Staffing Report 4-3-15
IIIC1-6	Help Desk Flyer
IIIC1-7	Sierra Proposal Banner 9 Functional SOW
IIIC1-8	Sierra Proposal Banner 9 Functional SOW137
IIIC1-9	Launch Consulting SOW 06.2018
IIIC1-10	OculusIT-DBA Support Schedule New- Sierra College
IIIC1-11	Smart Classrooms
IIIC1-12	Lab Computer Count
IIIC1-13	e-PAR expenditure list
IIIC1-14	Security Committee Documentation Screen Shot
IIIC1-15	Security Specialist 1617-05
IIIC1-16	Third Party Software List
IIIC1-17	Vcenter Server Capacity Snapshot
IIIC1-18	2018-19 IIT Budget Augmentations
IIIC1-19	Cenic WAN Internet Diagram
IIIC1-20	Software Inventory

IIIC2-1	IIT Org Chart
IIIC2-2	Technology Strategic Plan - 2018
IIIC2-3	Sierra College Strategic Plan - 2018
IIIC2-4	Sierra College Education Master Plan - 2018
IIIC2-5	Inside.sierracollege.edu IIT Projects List
IIIC2-6	Lab Computer Count
IIIC2-7	Smart Classrooms
IIIC2-8	IIT Completed Projects List

Standard IIID – Financial Resources

IIID1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Sierra College's financial resources are sufficient and appropriately distributed to support and sustain high quality student learning programs and services and ensure the institution's financial stability. The College receives the majority of its funding through the state apportionment process which includes local property tax revenues, student enrollment fee revenues, and state general apportionment funds (IIID1-1). In addition, state categorical program grants, federal funding, and a variety of other allocations also contribute to the College's financial resources (IIID1-2).

As delineated in Board Policy 6200, the President/Superintendent is responsible for taking a District budget to the Board of Trustees for approval (IIID1-3). To ensure that financial resources are distributed and directed in a manner that is aligned with institutional needs and

priorities, the District relies upon Strategic Council and its subcommittee the Planning and Resource Allocation Committee (PARAC), which are the District's primary shared governance committees associated with resource allocations (IIID1-4, IIID1-5, IIID1-6, IIID1-7). These participatory 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 Program Assessment and Review (ePAR) (IIID1-8). The recommendations are reviewed by the Superintendent/President for adjustments and incorporation into the annual budget development process. Additionally, line item departmental budgets are submitted in a revised format to identify their alignment with each of the four primary district goals.

Sierra College takes a prudent approach to budgeting and demonstrates financial stability in numerous ways. Under Board Policy 6310, District budgets are built with general fund reserves in the range of eight to twelve percent and even during fiscally trying times such as following the Great Recession, these reserve levels were maintained throughout the fiscal year (IIID1-9, IIID1-10). In addition, the District has a strong track record of clean annual audits conducted by independent audit firms secured by the Board of Trustees to perform regular audits (IIID1-11).

IIID2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

The District's Mission Statement describes our commitment to student success and equity, our vision for the District's role in the community, and identifies the core values that guide institutional decision making (IIID2-1). In addition, the Board and President develops a set of measurable annual goals, rooted in the Mission Statement, that are then reviewed by the College participatory governance groups and formally adopted (IIID2-2). These goals, vision and core values are foundational to and are supported at the highest level by the Educational Master Plan (EMP) which takes a broad ten-year view of external and internal environments providing a framework for strategic planning and the shaping of the District's master plans (IIID2-3). These plans include the Strategic Master Plan, the Facilities Master Plan, the Technology Master Plan, the Budget Development Plan, and regular staffing plan updates (IIID2-4, IIID2-5, IIID2-6, IIID2-7). Each master plan establishes goals and strategies that align with the District's Mission Statement and guide institutional planning, assessment, and resource allocation decisions.

To build self-assessment into institutional planning, the District prepares an annual scorecard of the strategic metrics from the Strategic Master Plan which is reviewed annually by the Board of Trustees, Strategic Council, and Planning and Resource Allocation Committee (PARAC) which are the District's primary participatory governance committees associated with resource allocation (IIID2-8).

Another cornerstone of the District's institutional self-assessment is Program Review, which is a self-study exercise conducted every three years by every program and department, both instructional and non-instructional, to assess program effectiveness and resource requirements (IIID2-9). 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.

An important institutional function that links the District's mission and goals with outcomes is the annual electronic Program Assessment and Review (ePAR) (IIID2-10). Divisions and Departments submit staffing, facility, and equipment resource requests and those resource requests are then prioritized by division, department, and executive branch (President's Office, Instruction, Administrative Services, Human Resources, and Student Services). A prioritized listing of the requests is then presented to PARAC for discussion and consideration (IIID2-11). Based on the rankings as well as Program Review and Program Vitality reports, PARAC makes recommendations to Strategic Council regarding which items are to be formally integrated into the budget process (IIID2-12). Strategic Council in turn makes resource allocation recommendations to the Executive team for adjustments and incorporation into the annual budget development process.

Each year, the District develops budget assumptions based on what is known about external and internal factors that will affect revenues and expenditures. External factors include changes in the State funding formula (Full-Time Equivalent Students, equity and student success metrics, cost-of-living adjustments, etc.), health benefit changes, required pension contributions, other state funding, etc. Internal factors include collective bargaining agreements, hiring decisions, etc. These budget assumptions are communicated to PARAC, Strategic Council, and MINT (Mutual Interest Negotiations Team), the District's collective bargaining committee, for discussion purposes and then integrated into the budget and published in the tentative and adopted budget documents.

The District shares financial information in a variety of methods. The Board of Trustees approves the tentative budget in June, adopts the final budget for the fiscal year in September, and throughout the year approves any subsequent revisions to the budget (IIID2-13, IIID2-14). In September, following the close of the fiscal year, Unaudited Actuals along with a budget to actuals variance summary is presented to the Board of Trustees (IIID2-14).

Strategic Council has a standing Budget Update agenda item for each meeting during which the President/Superintendent or the Vice President of Administrative Services shares information regarding the budget and any changes to the District's fiscal condition (IIID2-15). Members of Strategic Council are responsible for sharing financial information in a timely manner with their constituent groups. Strategic Council and Board of Trustee meetings are open to the public and provide opportunities for all staff and the community to attend. Additionally, the presentation materials are posted on the District's website and the District's intranet (inside.sierra) as appropriate (IIID2-16). Each division and department has online access to their financial activity

via the Banner Enterprise Resource Planning (ERP) system which includes current and prior year budgets, current and prior year actuals and encumbrances to aid in budget tracking and management. Financial information is also routinely shared at division and departmental meetings, collective bargaining negotiations, Deans' Council, ad-hoc meetings and via public records requests. Lastly, the District's Director of Finance, Finance Managers and Business Services staff are readily available to provide consultation and guidance to budget managers and staff when needed.

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. District participatory governance bodies continue to evaluate and modify roles and responsibilities to ensure that financial planning is linked with institutional planning. The Board of Trustees regularly receives financial updates which provides support of its oversight role of the District's financial management. 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 divisions and departments is available online via the Banner ERP.

IIID3. 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.

The District has a prescribed budget development process which is described in several college publications, including through two calendar-based timelines that show the various steps in the annual budget development process (IIID3-1, IIID3-2). The District uses its guidelines and processes for financial planning to ensure that its budgeting is aligned with the District mission and strategic goals. Opportunities to participate in the development of institutional planning and budgeting are established through participatory governance committees (IIID3-3, IIID3-4). Transparency in financial planning and resource allocation is constantly emphasized and honored within the participatory governance structure of the College.

In bi-monthly meetings, Strategic Council provides input regarding the District's financial, budgeting and resource allocation processes. Furthermore, Strategic Council has empowered its subcommittee, Planning and Resource Allocation Committee (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 meetings are open to the public and members provide consultation, deliberation, and input to the budget development process and are responsible for communicating back to their constituencies (IIID3-5, IIID3-6). Additionally, each spring, communication is sent out to all budget managers inviting submissions of the Budget Augmentation Request Form which is an opportunity to request funding beyond base operational budgets for the next fiscal year (IIID3-7).

The overall budget is published and made accessible to the District community through various meetings, including Board of Trustees, Strategic Council, PARAC, Mutual Interests Negotiating Team (MINT), division, department chair, deans, and management meetings (IIID3-8, IIID3-9, IIID3-10, IIID3-11). The adopted budget and quarterly updates are presented to PARAC and/or Strategic Council and made available through the District's website (IIID3-12, IIID3-13, IIID3-14, IIID3-15).

The District has established financial planning and budgeting guidelines, which allows participation by all constituencies through both PARAC and Strategic Council. Current and prior-year financial information is made available on the College's website (IIID3-16).

IIID4. Institutional planning reflects a realistic assessment of financial resources availability, development of financial resources, partnerships and expenditure requirements.

Institutional planning at the District emphasizes the realistic assessment of financial resources available 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 projecting the level of funding available to support instructional offerings. One 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 to 18 months in advance of building each semester's class schedule and is later refined (IIID4-1). Consideration is given to the mission and goals and comparing programs or courses with high demand to programs or courses with declining demand. Beginning in 2018-19, another increasingly important component of State funding will be student success and student equity outcomes (IIID4-2). The strategic initiatives identified and being implemented through the Reengineering Sierra College for Student Success (R4S) efforts are expected to support and help position the District well for this new metrics-based funding model (IIID4-3).

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 (IIID4-4). A model that forecasts unrestricted general fund revenue is developed based upon the California Community Colleges Chancellor's Office (CCCCO) state revenue allocation formula from the previous year and 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 which is then presented to participatory governance. As the Governor's budget becomes more refined throughout the spring, the District makes corresponding adjustments to the revenue model forecast and communicates these updates to participatory governance (IIID4-5). The tentative and adopted revenue budget is established using a conservative state budget revenue estimate for the District (IIID4-6).

The District develops its budget based on the various expenditure requirements established in state and federal statutes and regulations. Central to these are guidance from the CCCCO, categorical program rules, and other regulations, such as the Fifty Percent Law and the Full-Time Faculty Obligation Number (FON) (IIID4-7, IIID4-8). The Fifty Percent Law ratio changes in response to influences such as faculty reassign time and scheduled courses; 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, based on agreements with the faculty bargaining unit, has resulted in the District consistently exceeding the FON. In Fall 2016, the District had 23.9 full-time faculty positions over the FON. In fall 2017 the District had 34 positions over the FON. The District monitors retirements and resignations closely to ensure that the FON commitments are achieved so that new hires are in the programs to best support the needs of the District.

Financial projections for compensation-related costs are based on a highly detailed budget model that is updated and maintained throughout the budget year as new information becomes available. Financial projections for operational expenditures are a combination of base District operational budgets for the District's five branches (Superintendent/President, Instruction, Student Services, Human Resources, and Administrative Services) that are increased or decreased based on projected available funding, historical trends and programmatic needs. The deans, directors, chairs, and managers work with their departments/programs to allocate the available resources based upon their Program Reviews. The projected compensation and operational allocations are then integrated into the tentative budget. The tentative budget is reviewed by participatory governance, the Executive Team and then presented to the Board of Trustees for approval in June.

The District's careful approach to budgeting is reflected in the unrestricted/uncommitted fund balance being consistently well above the five percent minimum guideline recommended by the CCCCO, as well as by the District's strong bond ratings for its School Facilities Improvement Districts (SFIDs #1 & 4 Aa1, SFID #2 Moody's Aa2) (IIID4-9).

The District's planning is conservative in its assessments of financial resources. The District is active in developing appropriate resources through enrollment 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.

IIID5. 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. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

The District is committed to conducting business in a fiscally responsible manner under the highest of ethical standards. Internal controls continue to be strengthened as a result of regularly evaluating financial management practices. As part of the annual independent audit, Business Services staff have discussions with the auditors describing the process and related controls over various functions and practices in Business Services. These focus areas include but are not limited to: budgeting, financial reporting, fiscal close, internal control environment, risk assessment, and information technology access. The auditors document the discussions and notify senior management if there are any areas of concern (IIID5-1).

Business Services along with all other operational areas completes a three-year Program Review. The review includes an assessment, evaluation and analysis of the District's financial management practices (IIID5-2). These evaluations assist in identifying potential issues with the segregation of duties, authorization of transactions, and the safeguarding of assets and electronic data. 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.

A comprehensive permission and access analysis is performed periodically on the finance module and the results are forwarded to the database administrators if any action is necessary (IIID5-3). Access is evaluated at the time of hire, resignation, retirement, and reassignment 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 Services management and classified staff attend conferences and training sessions focused on security and internal control best practices, implementing new practices at the District if deemed necessary.

The District maintains an ongoing process of review, assessment, evaluation and revision to its financial management practices by having the District's independent auditors evaluate the sufficiency of internal controls, participating in the three-year cycle of Program Review and through annual audits from external auditors.

IIID6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

The District has developed various budget projection tools and models to aid in establishing annual budgets and to accurately identify any year-end variances. Additionally, the District has streamlined the budget development process, leveraging the capabilities of the District's Enterprise Resource Planning (ERP) system, to ensure the appropriate allocation of financial resources and to utilize relevant tracking and monitoring mechanisms. Routine budget reports and updates are provided to a variety of committees such as Strategic Council, Planning and Resource Allocation Committee (PARAC), the Board of Trustees, Mutual Interests Negotiating

Team (MINT), and Deans' Council (IIID6-1, IIID6-2, IIID6-3). This allows for 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. Each year all financial documents are reviewed as part of a comprehensive audit that is conducted by an external, independent accounting firm (IIID6-4, IIID6-5). Audit reports and any findings are presented to the Board Audit Subcommittee and to the Board of Trustees at a public meeting (IIID6-6).

The District continues to review, evaluate, and make modifications to the budget development process and financial reporting to ensure the credibility, accuracy, and relevance to student learning of the District's financial and budget planning.

IIID7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

At the conclusion of audit fieldwork for each fiscal year end, the District's external auditors discuss any potential audit findings and recommendations with District representatives. This provides an opportunity for the District to develop a corrective action plan, which is included in the audit report. The information undergoes an extensive review process and multiple levels at the audit firm prior to issuance of the audited financial statements and audit report. This process assures that the finding or recommendation is valid and the District's corrective action plan is adequate. Additionally, the external auditor reviews and assesses any prior year audit findings during the field work and confirms the implementation of the corrective action plan(s) presented by the District (IIID7-1, IIID7-2, IIID7-3).

Every November, the audit partner presents a draft annual audit report to the Board Audit Committee and engages in a frank discussion regarding the audit opinion and any findings and recommendations. 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 (IIID7-4, IIID7-5, IIID7-6).

Subsequent to review by the Board Audit Committee, the annual auditor's report is presented at the December Board of Trustees meeting, for final review and approval. The report details the findings, criteria, condition, effect, cause, fiscal impact, recommendation, the corrective action plan, and the auditor's opinion on the financial statements, federal awards and state awards (IIID7-7, IIID7-8, IIID7-9, IIID7-10, IIID7-11, IIID7-12).

IIID8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Board Policies (BPs) and Administrative Procedures (APs) are established to ensure effective operations, reliability of financial reporting, and compliance with applicable laws and regulations. Managers and Educational Administrators are responsible for implementing the processes and procedures that apply to their areas of responsibility and adhere to established internal controls. Departmental controls provide for the segregation of duties, establish record retention protocols, supervision of operations, physical safeguards, and appropriate security clearances for access to data. Handbooks that provide detailed processes regarding travel reimbursement, District credit cards, purchasing and contracts are available to all employees on the Sierra College Intranet, inside.sierra (IIID8-1, IIID8-2, IIID8-3, IIID8-4). The handbooks are revised as applicable laws change and as BPs and APs are updated.

Internal control systems and practices are a consideration whenever a process is established or modified. Care is taken to ensure that existing internal controls are not compromised when a new process is added or there is modification to an existing process. During auditor fieldwork, internal controls are tested by sampling transactions, reviewing documents and approvals to ensure that established approval thresholds and segregation of duties are in place (IIID8-5, IIID8-6, IIID8-7, IIID8-8).

A formalized approval process is in place for employees to gain security access to the District's Enterprise Resource Planning (ERP) system and is restricted by the job duties they are required to perform (IIID8-9). These security classes are reviewed by assigned Data Stewards to ensure that access is granted at the most restrictive-level possible (IIID8-10). When employees separate service from the District, an exit process terminates their access from all systems (IIID8-11). Approval queues are established in the ERP system for the approval of requisitions/purchase orders, invoices, journal entries, budget entries and deposits. Queues are established with varying dollar thresholds to route an item for multiple levels of approval, both within the originating department and then the Business Office. This enforces the separation of duties and serves as a cross-check process (IIID8-12). In addition, physical access to secure offices such as Human Resources, Business Services, Instructional, Information Technology and Financial Aid is restricted.

IIID9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Board Policy (BP) 6310 requires that the District maintains an unrestricted general fund reserve at a level that is between eight and twelve percent of annual expenses (IIID9-1). Reserves may be used to cover unanticipated expenses, shortfalls in revenue, and extraordinary one-time needs, but are not used to fund ongoing expenditures. While general fund reserves have been used to maintain stability during the economic downturn, the District was able to stay within and/or exceed the Board Policy (IIID9-2).

The District's primary source of revenue is local property taxes (IIID9-3). Property tax payments are allocated to the District on a "teeter" basis with 55% received in December, 40% in April,

and 5% in June, while expenses occur at relatively consistent levels each month throughout the year. The District last used a Tax Revenue Anticipation Note (TRAN) in 2014-15. Since the cash shortfall prior to the receipt of the December property taxes is quite brief, the District has the option of applying for Dry Period Financing through the Placer County Treasury (IIID9-4). The District utilized Dry Period Financing in 2015-16 to meet cash flow needs while waiting for property tax revenues. This method provides flexibility for the District to draw only the funds needed and minimize borrowing costs. Cash balances and projected expenses are reviewed and monitored on a weekly basis by the Business Services staff (IIID9-5). Unmet cash needs are coordinated through the Placer County Treasury when other District funding resources are not sufficient.

The District has adopted a more long-term approach to budget planning by projecting a three-year budget using historical data and trends (IIID9-6). A longer-term (three-year) budget plan allows the District to address any anticipated structural deficits in future years and adjust planned expenditures to address possible shortfall.

The District is a member of several 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 coverage for participating California public education agencies and Self-Insured Schools of California (SISC III) provides health and welfare benefits (IIID9-7, IIID9-8, IIID9-9). Audit reports from the three JPAs are provided to the District's independent auditors and summarized financial information is presented in the annual District audit report. Risk management services are coordinated between the Business Services and Facilities and Operations departments. The District Safety Committee monitors reports of safety issues in the workplace. Safety training is available through several channels and the District has a trained Incident Command Taskforce to respond to campus emergencies (IIID9-10). The Human Resources department has hired a Director of Equal Employment Opportunity (EEO), Diversity and Title IX who schedules training on hiring practices, discrimination, and sexual harassment. ASCIP also offers additional training to reduce risk and thereby insurance claims costs (IIID9-11). The District maintains appropriate levels of property and liability coverage through membership in ASCIP and SELF (IIID9-12).

IIID10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Since a conversion in 2008-09, the District has used Banner Enterprise Resource Planning (ERP) which includes modules for Finance, HR/Payroll, Purchasing, Student Services and Financial Aid along with ancillary, related software packages that integrate with the base system. The Banner Finance module provides reports on budget, revenues, expenditures and encumbrances. Reports are available to each department and users can create customized reports to monitor their department finances. The accounting team in the Business Office executes a quarterly analysis and closing process in which all funds are reviewed. This provides an opportunity for reclassifications, budget updates and any other actions required to ensure a smooth year-end

close and reliable data to build the next fiscal year budget. All analysis files are reviewed by a director or manager in the department. Cash in the Placer County Treasury is reconciled monthly as is the investment portfolio for the Other Post-Employment Benefits (OPEB) trust (IIID10-1, IIID10-2).

The District Purchasing Manual establishes procedures for the purchase of goods and services and defines when such purchases require quotes or formal bidding in compliance with all applicable state laws and District policies and procedures. Contract templates and requisition purchase orders are standardized for data population and reviewed by General Services staff and manager through approval queues initiated at the department level (IIID10-3, IIID10-4, IIID10-5, IIID10-6, IIID10-7, IIID10-8, IIID10-9, IIID10-10, IIID10-11).

The District uses a robust ERP (Banner), which provides an effective tool for the disbursement of Financial Aid to the students. The Banner financial aid module is used to administer and reconcile the approximately $31 million in financial aid provided to students each year. After eligibility has been determined for programs administered through the Financial Aid Office, the awards/grants are disbursed onto the student accounts. If the student is owed a refund, the Bursar Office administers the delivery of the refund to the student. When necessary, refunds that are not cashed (only check payments) are cancelled and the funds returned to the appropriate awarding agency. Financial aid funds are selected on a rotational basis for testing by the District external independent auditors to ensure regulatory compliance. Financial aid is administered in strict compliance with federal and state law (IIID10-12, IIID10-13, IIID10-14, IIID10-15, IIID10-16).

In recent years, as the economy has improved, numerous categorical and grant opportunities have become available to the District. Staff interested in pursuing external grant opportunities are required to submit their application through a preapproval process that ensures a review of the initial grant application by relevant signatories such as the appropriate educational administrator, vice president, and superintendent/president. This process also identifies any additional resources that the District would be required to contribute toward the program (IIID10-17). If awarded, expenditures for categorical program grants are evaluated against allowable expenditures in compliance with the program objectives as defined in the grant agreement or categorical guidance (IIID10-18, IIID10-19, IIID10-20).

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 (NCC) and Measure H provided $35 million for the Tahoe-Truckee Center (TTC). Proceeds from the issuance of the bonds were held by the Placer County Treasury and bond fund expenditures were reviewed and approved by Citizens' Oversight Committees, with an annual report provided to the Board of Trustees. The last of the TTC Measure G funds were expended in 2012 and the last of the NCC Measure H funds were expended in 2015. Clean audits were achieved throughout the course of the construction and expenditure of the bond funds (IIID10-21, IIID10-22, IIID10-23, IIID10-24, IIID10-25, IIID10-26, IIID10-27, IIID10-28).

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 District provides accounting services which, along with Foundation, help to ensure that funds are used in accordance with the donors' intents. Restricted donations are tracked to provide detailed information to donors. Each donor receives a letter acknowledging receipt of funds, regardless of the size of the donation. The Foundation's annual independent audit report provides ongoing assurance that funds are used in a manner consistent of the funding source (IIID10-29, IIID10-30, IIID10-31, IIID10-32).

IIID11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, allocates resources for payment of liabilities and future obligations.

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 (CCCCO) identifies a recommended minimum 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% and 12% (IIID11-1). For 2017-18, the District's general fund ending balance meets both the CCCCO and District reserve policy requirements with a total general fund balance of 9.4%.

Each annual budget includes plans for payment of liabilities and future obligations. The District receives roughly 91.5% of its unrestricted general fund revenues from property taxes, State general apportionment and enrollment fees. The remaining 8.5% of revenue is from a broad range of categories including lottery revenue, non-resident fee revenue, mandated costs revenue, sales & commissions, etc. About 82% of unrestricted general fund expenses are used for compensation, with the remaining 18% used for operational expenditures.

The District has developed long-term budget that captures projections of future obligations. One such obligation is the impact of increasing California Public Employee Retirement System (CalPERS) and California State Teacher's Retirement System (CalSTRS) rates. Rate increases for these retirement programs began in 2014-15 and were a result of the insufficiently funded status of both retirement programs. With careful planning, the District has absorbed the rate increases while still maintaining a balanced budget. Furthermore, the District has built future increases into long term budget planning to ensure the District is able to meet its obligations (IIID11-2).

The District's long-term budget planning also considers potential operational cost increases by implementing an automatic increase to operational budgets that is tied to annual Cost of Living Adjustments (COLA) rates. This projected operational increase is incorporated in the District's long-term budget forecasts (IIID11-2). The District has negotiated a compensation formula with the three employee groups: faculty (Sierra College Faculty Association), classified (FUSE) and

management (Sierra College Management Association) (IIID11-3). Rather than allocating new resources based on a prescribed calculation, the District and Units are now collaboratively developing budget priorities and sharing in any year end surpluses.

The District issued Certificates of Participation (COPs) in 1998, 2004, and 2007 with an average interest rate of 4.17% to meet critical facility and infrastructure needs. The debt service for the notes is repaid from unrestricted general fund sources. During 2012, the District took advantage of favorable market conditions to refinance the three COPs at an interest rate of 2.29% without changing the maturity dates related to each issuance (IIID11-4). In 2013, the District needed to purchase and install a new heating system, this was accomplished using a lease financing agreement in the amount of $2.59 million at an interest rate of 2.28% ending in 2028 (IIID11-5).

The District made the final payment on a 1968 United States Department of Housing and Urban Development bond during 2018 and retired the debt. Principal and interest payments for all short and long-term debt are included in the annual general fund budget. The District has consistently met its principal and interest payment on any outstanding debt instruments.

The District adheres to a conservative approach when establishing budgets, planning for debt obligations and by maintaining a reserve policy greater than the CCCCO recommended minimum reserve level. This conservative approach has allowed the District to remain fiscally stable despite 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, and state deficit factors from the State. All assumptions and projections for expenses are found in the annual adopted budget and budget updates (IIID11-6). The liabilities and future financial obligations are annually reviewed through the external audit and presented to the Board of Trustees (IIID11-7).

IIID12. 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. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

The District has made significant, strategic adjustments to its bargaining agreements to manage its Other Post-Employment Benefits (OPEB) liability. In 1984, the District had negotiated lifetime health benefit vesting limits and, by June 30, 1994, closed the plan to new employees. By 1991, all active employees eligible for lifetime health benefits began contributing 1% of their base pay each month into a restricted Post-Retirement Medical Benefit Fund (PRMF) with the District providing a 1% employer match (IIID12-1).

In June 2008, after securing a legal opinion, an irrevocable Trust was established to address the OPEB liabilities. Post-Retirement Medical Fund (PRMF) contributions previously held in an unrestricted fund at the Placer County Treasury were placed into an irrevocable trust so as to comply with Governmental Accounting Standards Board (GASB) Statement No. 45, Government Code section 53622 and California Constitution Article XVI, Section 17(a). 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, 2018 the balance in the Trust was $12,013,652 (IIID12-2). At its February 12, 2009 meeting, the RBOA explored further options by which to lower the OPEB 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, mostly those with other access to lifetime health benefits such as TriCare, have elected to withdraw from the plan, reducing the number of eligible retirees. As of August 31, 2018, the total number of retirees, surviving spouses and eligible dependents receiving health benefits is 454 and the total number of active employees eligible to receive benefits is 32 (IIID12-3). The District's base budget includes the annual cost of premiums for the covered beneficiaries and adjustments to this amount for premium increases, retiree passing's and reaching Medicare eligibility. The premium projection model is updated by a Human Resources Technician with each retiree event and detail is maintained at an individual retiree level (IIID12-4).

Each year, MINT 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.

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 used the "pay as you go" method and funded the annual retiree health benefit premiums from the unrestricted general fund. Actuarial studies have consistently show that the peak of the District's retiree health medical claims occurs in 2023-24. The June 30, 2018 study projects a predicted cost of $3,446,297. After the fiscal year 2023-24 peak, the retiree health medical claims slow as the number of individuals eligible for retiree health benefits declines. Since the peak is only $256,297 more than the projected 2018-19 premiums of $3.19 million, the District feels the base budget in the unrestricted general fund is capable of covering the peak expense. If future actuarial reports predict higher peak or an overall upward trend in healthcare costs, the District plans to review the usage of the OPEB Irrevocable Trust assets with RBOA and review the actuarial studies. The District implemented GASB 74 and 75 for the fiscal year ended June 30,

2017. In compliance with GASB, the actuarial study has been completed on a biennial basis (IIID12-2, IIID12-5, IIID12-6).

Compensated absences consist of vacation and compensatory time off for classified employees and vacation time for management. Classified staff that are projected to have a vacation balance in excess of 192 hours by August 31st of each year submit a vacation usage plan to Human Resources in the spring that demonstrates how the balance will be reduced. Managers cease accruing vacation hours when their balance reaches 264 hours. The terms of the collective bargaining agreements, with regards to vacation, serve as natural limiters to keep the liability in check (IIID12-7). Vacation hours are only paid out upon separation of employment from the District. The full cost of the liability is calculated each year-end and is accrued as a GASB conversion entry in the audited financial statements. The details of this calculation and related entry are reviewed and tested by the auditors each year (IIID12-8, IIID12-9, IIID12-10, IIID12-11, IIID12-12).

IIID13. 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.

The debt servicing schedules and obligations are known and incorporated in the annual budget development process for the District. The District's fiscally conservative annual and long-range financial planning has consistently resulted in the District meeting repayment of debt instruments.

The District receives most of its apportionment funding from local property tax revenues with cash payments received primarily in December and April of each year (IIID9.3). To smooth cash flow deficiencies that result from uneven patterns of revenue receipts and relatively level expenditure disbursements, the District can apply for Dry Period Financing through the Placer County Treasury (IIID13-1). In recent years, the District has had sufficient cash in their Capital Projects Fund Unrestricted Reserves to loan to the General Fund to cover any temporary shortfall until the property tax revenues were received. This practice saves the District interest expense that would be incurred if the Treasury covered the cash shortfall. In 2014-15 and prior, the District regularly issued Tax Revenue Anticipation Notes (TRANs), short-term debt instruments to fund the cash shortfalls. The District participated in the Placer County TRAN pool authorized by the Placer County Board of Supervisors. TRAN debt is automatically repaid from the receipt of property tax revenues. Placer County Treasury and Auditor's Office monitors all District fund balances to ensure positive cash balances are maintained.

In 2013-14, the District needed to replace a major heating system on its Rocklin campus and this required an investment of $2.6 million. The District financed this cost using a Capitalized Lease Obligation at an annual interest rate of 2.28% through 2028. This allowed for timely replacement of the system using a manageable annual payment that could be absorbed by the District Unrestricted General Fund base operating budget (IIID13-2).

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. In 2013, the District refinanced its General Obligation (GO) bonds, for both SFID's, with expected savings to District property tax owners in the taxing jurisdictions that range from $5 to $7 million over the remaining life of the bonds (IIID13-3). An additional refinancing was completed in 2015 to reduce the interest rate on bonds for SFID No.1 that will result in savings of over $700,000 for taxpayers in that area (IIID13-4). Bond Interest and Redemption Funds are under the control of the Placer County Treasury and the activity in both of the SFID Bond Interest and Redemption Funds are presented as part of the District's annual audited financial statements (IIID13-5, IIID13-6, IIID13-7, IIID13-8).

IIID14. 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.

Proceeds from bond measures are expended in accordance with the ballot language as passed by the voters. Bond project expenditures undergo review and multiple levels of approval prior to being paid. In 2000, California voters approved Proposition 39 Bond, which amended the California Education Code Section 15278 to include additional accountability measures. School districts are required to establish and appoint a citizens' oversight committee, expend funds only for purposes described in the California Constitution and engage an independent auditor to conduct an annual independent performance audit and a financial audit. The District expended the last of its bond funds in 2015 and received clean audit opinions for all years of the bond expenditure activity (IIID14-1, IIID14-2, IIID14-3, IIID14-4, IIID14-5, IIID14-6). The expenditures of the proceeds from Certificates of Participation (COPs) are determined in advance of the borrowing and identify specific projects to be funded. COP proceeds are kept in a separate fund and expenditures are reviewed and approved to ensure the expense is part of the approved project. The most recent COP was funded in 2007 for the implementation of a new Enterprise Resource Process (ERP) system and phone switch. The funds were fully expended by 2012. Expenditures were included in the overall testing during regular independent audits and there were no audit findings.

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 functions independently from the District and is the primary fundraising entity. The Foundation raises funds for scholarships, educational programs and services, equipment and facilities. The Foundation's annual

independent audit report has verified the appropriate use of funds (IIID14-7, IIID14-8, IIID14-9, IIID14-10).

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, programs 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 (IIID14-11). Once approved, the Business Office provides accounting services for all grants to ensure the funds are expended according to the grant agreement (IIID14-12). The District's auditor's select various restricted funds for testing each year as directed by the CCCCO's Contracted District Audit Manual.

The District assesses a Student Center Fee of $1 per unit up to five units at the time of student registration. The revenue is accounted for in a restricted fund, governed by the Student Senate, 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 FTES and the District and representative student groups decide on which projects to fund (IIID14-13).

Residence Hall revenue is accounted for in a restricted fund and used solely for the operation of the facilities. Residence Hall staff and managers have access to financial information through the Banner/ERP accounting software used by the District. The Business Office regularly meets with the Residence Hall staff providing financial reports and assistance with budget analysis and planning.

IIID15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

The District offers a variety of financial aid resources to its students including Federal, State and Local assistance in the form of waivers, grants, scholarships and loans. Students can access the Federal Direct Student Loan Program after completing the Free Application for Federal Student Aid (FAFSA) which determines 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 when they are achieving satisfactory academic progress (IIID15-1).

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. In addition, printed material also provides the same information. 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.   When the cohort default rate (CDR) began to climb, the District contracted with Educational Credit Management Corportation (ECMC) Solutions, a fully vetted solution by the CCCCO, to support efforts to reduce the CDR.   In addition to our third-party efforts, students are required to attend a financial literacy workshop as part of the process for a loan approval. Financial Aid staff receive training annually to maintain compliance and update skills to remain aligned with emerging changes in the administration of Title IV programs (IIID15-2).

The Financial Aid Department processed over $5.5 million in loans in 2017-18. The current three-year cohort default rate is 19.4%, which is within federal limits as outlined in Higher Education Act Sec. 435(m) (IIID15-3). The loan program, along with all other aspects of financial aid administration, undergoes a dedicated one-week review and testing cycle by the District's external auditors to ensure compliance with federal regulations. Recent audits have revealed no irregularities or findings (IIID15-4, IIID15-5, IIID15-6, IIID15-7).

IIID16. 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 and the quality of its programs, services and operations.

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 (IIID16-1).

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 (IIID16-2).

Sierra College Board of Trustees maintain an annual calendar of monthly Board Meetings to review and approve contractual agreements with external entities (IIID16-3). Prior to the contractual agreements presentation to the Board, the department is required to submit the agreement using a District template (IIID16-4). The templates incorporate terms and conditions, including but not limited to, defining the expectation for confidentiality, accessibility, liability, performance and payment. Vendor templates (non-District contract) are reviewed and modified to incorporate appropriate provisions for the contractual agreement.

Sierra College utilizes BoardDocs to manage agenda items during the monthly Board meetings. BoardDocs is an online portal solution requiring user authentication for access to a system with features such as document management, workflow approvals and agenda creation (IIID16-5). This system is used to manage contractual agreement requests by departments submitting the scope of work and payment terms on a contract template. District General Services staff, managers and legal counsel, if appropriate, review and negotiate terms as required. Upon approval, the contract is released to the workflow for approval by area managers and executives for the next Board meeting (IIID16-6).

In fall 2016, Sierra College evaluated the contract process from initial request to issuance of purchase order to authorize the work. The assessment resulted in identifying two web-based tools to streamline and expedite the path to providing resources to support programs through Board approved contracts. The College purchased DocuSign tool to obtain digital signatures for contract execution. The web solution satisfies the California Electronic Transactions Act and related Civil Code and Government Code. After Board approval, contracts are released to both parties via email to identified authorized signers. Sierra College follows existing board policy and administrative procedures regarding delegated signing authority on all contracts. The fully executed contract is distributed via email to both parties and copies department representatives. An option to download the certificate of completion which includes recording of status, tracking, signer events and time stamps of the contract envelope is available (IIID16-7).

The Bonfire solution enhanced support operations for procurement solicitations, proposal evaluations and vendor management. Bonfire is an online platform to release requests for products and services based on specifications developed by staff to supports its programs, services and operations. The platform satisfies the requirements of public contract code and education code regarding public notice for projects by posting the announcement on the site. The procurement process for selection incorporates the scope of work and evaluation criteria required to meet the needs of Sierra College and its programs. The public can access the portal to view the solicitations released, download the documents for review and submit a proposal response for the selected project. The selection committee has access to read and rate submitted proposals by project to reach a recommendation for award (IIID16-8).

The incorporation of DocuSign and Bonfire into the Sierra College contract process increased transparency, efficiency, sustainability and accessibility to streamline operations, expand the competitive pool for services while satisfying compliance with public procurement practices. 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 administration and compliance throughout the term of a contract.

Standard IIID Evidence

IIID1-1	17-18 Apportionment Recalc
IIID1-2	2018-19 Adopted Budget Exhibits C - F
IIID1-3	Board Policy 6200
IIID1-4	Admin Procedure 2510 Strategic Council
IIID1-5	Strategic Council Agenda Mar 8, 2019
IIID1-6	PARAC Charter Screenshot District Website
IIID1-7	PARAC Agenda Mar 1, 2019
IIID1-8	ePAR Process
IIID1-9	Board Policy 6310 General Fund Reserve
IIID1-10	Historical Reserves
IIID1-11	2018 Audit Report
IIID2-1	Board Policy 1200 Mission
IIID2-2	BOT & President Priorities & Goals 2017-18
IIID2-3	Educational Master Plan
IIID2-4	Strategic Master Plan
IIID2-5	Facilities Master Plan
IIID2-6	Technology Master Plan
IIID2-7	Budget Development and Planning Process Flowchart
IIID2-8	Strategic Council Recollections 051118
IIID2-9	Program Review Webpage Screenshot
IIID2-10	ePAR Process
IIID2-11	PARAC Recollections Classified & Mgmt Posn Prioritization
IIID2-12	Strategic Council Resource Request & Allocation Process 090718
IIID2-13	BOT Approved Tentative Budget June 2018
IIID2-14	18-19 Final Budget & 2017-18 Unaudited Actuals
IIID2-15	18-19 Governor Budget Update 021318
IIID2-16	Budget & Financial Stmts Webpage
IIID3-1	Budget Development and Planning Calendar Fall 2018
IIID3-2	Budget Development and Planning Process Adopted 051118
IIID3-3	Board Policy 2510 Participation in Decision Making
IIID3-4	AP 2510 Participatory Governance
IIID3-5	PARAC Class & Mgmt Posn Prioritization 012618
IIID3-6	PARAC 32318 Recollections
IIID3-7	Budget Dev Memo & Augmentation Request Form
IIID3-8	2018-19 Tentative Budget BOT 061218
IIID3-9	BOT Budget Committee 081718
IIID3-10	BOT Budget Study Session 091118
IIID3-11	Final Budget 18-19 & 17-18 Unaudited Actuals 091118

IIID13-3   SFID 1 & 2 2013 Refinance POS
IIID13-4   SFID 1 2015 Refinance POS
IIID13-5   2015 Audit Report Chang LT Liab Note p 45-50
IIID13-6   2016 Audit Report Chang LT Liab Note p 40-45
IIID13-7   2017 Audit Report Chang LT Note p 41-45
IIID13-8   2018 Audit Report LT Liab Note p 40-45

IIID14-1   SFID1 Perf Audit 6.30.10
IIID14-2   SFID1 Perf Audit 6.30.11
IIID14-3   SFID2 Perf Audit 6.30.12
IIID14-4   SFID2 Perf Audit 6.30.13
IIID14-5   SFID2 Perf Audit 6.30.14
IIID14-6   SFID2 Perf Audit 6.30.15
IIID14-7   SC Foundation 63015 audit report
IIID14-8   SC Foundation 63016 audit report
IIID14-9   SC Foundation 63017 audit report
IIID14-10   SC Foundation 63018 audit report
IIID14-11   Grant Authorization Form
IIID14-12   Sample Grant Review
IIID14-13   Student Center Allocation by Campus 2016-18

IIID15-1   Financial Literacy Workshops
IIID15-2   Federal Direct Student Loan Process
IIID15-3   Cohort Default Rate History
IIID15-4   2015 Audit Report Opinion p 94
IIID15-5   2016 Audit Report Opinion p 88
IIID15-6   2017 Audit Report Opinion p 92
IIID15-7   2018 Audit Report Opinion p 92

IIID16-1   PurchasingHandbook_January2017
IIID16-2   BPAP_6150
IIID16-3   Board Agenda Due Dates-2018.rev4-2-18
IIID16-4   ContractTemplates
IIID16-5   BoardDocs_Viewing agenda
IIID16-6   BoardDocs_Submitting agenda item_Workflow
IIID16-7   DocuSign Process
IIID16-8   Bonfire_Dashboard_Summary

2019

Standard IV

Leadership and Governance

SIERRA COLLEGE

Standard IV - Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IVA – Decision-Making Roles and Processes

IVA1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Sierra College has a robust culture of innovation. This culture is fostered by foundational principles, by board and administrative policies, and by institutional leaders that support and encourage faculty, management, classified staff, and students to participate in and take initiative toward improvements to our practices, programs, and services that are consistent with the District mission, vision, and core values (IVA1-1). The mission, vision, and core values guide leaders, faculty, staff, and students in creating an environment that promotes excellence in teaching, learning, and scholarship; equity, inclusivity, and creativity; and collaboration in decision making. Guided by our adherence to a formalized collaborative process that all employees are trained to use, a consensus-based model of shared governance, and an interest-based collective bargaining process, all of which rely on the demonstration of mutual respect, integrity, and honesty, the college community exhibits a willingness to both initiate and embrace the institutional changes that will lead to excellence.

New full-time employees at Sierra College are required to attend a three-day off-campus workshop, called Sierra College Communication, Creativity, Culture, and Collaboration (SC4) to receive training on the collaborative processes used for decision-making and conflict resolution at the College. Sierra College Faculty Association (SCFA) Contract Article 14.3 requires new full-time faculty to attend SC4 within their first two years (IVA1-2). Classified staff are required to attend SC4 within their first year of employment with the District (IVA1-3). Part-time faculty are also encouraged to attend SC4 on a space-available basis. At SC4 training, employees are introduced to the foundational philosophy and ethics that support a collaborative culture, they

learn the steps of Sierra College Collaborative Process, and they practice with strategies and scenarios that elucidate the reasons for and appropriate uses of the collaborative process.

Through well-refined and routinely evaluated shared governance and planning structures, faculty, classified staff, managers, and students participate in advancements and enhancements that affect all areas of the College. Shared decision-making and institutional planning are achieved by adhering to the board policies and administrative procedures that define clear roles. The Participatory Governance policy and procedure Board Policy (BP) 2510 and Administrative Procedure (AP) 2510 - define the roles of the Strategic Council, the Academic Senate (under the provisions of Title 5 Regulations, Subchapter 2, § 53200-53203), the Student Senate (ASSC), the Classified Senate, and the Management and Confidential Senate (MACS) (IVA1-4, IVA1-5). Strategic Council is the College's primary governing body at which the constituent groups are represented. Strategic Council provides a forum to present and discuss concerns and interests; to collaborate with the college President by conveying the interests of the constituent groups on the strategic direction of the College; to share in decision-making by advising the college President in the development of policies and procedures; and to assist in the dissemination of information to the college community. The roles and procedures for standing committees, task forces, advisory committees, and bargaining committees, each with representation of various and related constituencies, are also defined in the Participatory Governance policy. This policy also describes the methods and processes for committee work, including how recommendations and appeals are shared with constituent groups and with the Strategic Council, President, and Board of Trustees. The Participatory Governance Policy also provides for proposed amendments to the policy itself.

In addition to the formal structures described above, initiatives for innovation are informally sought and executed. For example, in order to address the loss of students who apply, but do not enroll—referred to as "summer melt," a faculty member proposed the creation of an outreach center where student employees and classified staff would perform targeted, high-touch outreach and assistance in order to help prospective students complete the registration and financial aid processes. Since its inception, The Hub has played an important role in getting students the information they need to enter and thrive in the college environment (IVA1-6). In another example, students were informally requested to sit on faculty hiring committees. Due to concerns with confidentiality and consistency, the College did not adopt appointing student members to hiring committees as part of its process. Instead, where practicable, the hiring committee invites students to attend a formal teaching demonstration for all finalists. Student feedback is then incorporated in the final decision-making process (IVA1-7). Finally, many innovative contributions come from classified staff, such as one degree evaluator who brainstormed, researched, and implemented a more efficient way to enter college credit earned in high school on student transcripts (IVA1-8).

While the College is generally successful at improving its policies and practices, and encouraging innovation, there are times when the college community has needed to reset and reestablish its norms and procedures. As part of that continual monitoring and as the College strives to continuously improve, we have recognized and made corrections for when participative processes have been less than clear for constituents. For example, in spring 2018 the Board of Trustees, management, and Academic Senate hosted a "Collegiality in Action" training by

CCLC and ASCCC representatives (IVA1-9). This led to a concentrated effort to more clearly define the faculty and administrative roles in advisement, recommendation and decision-making vis-à-vis the "10 plus 1" areas of faculty responsibility defined in AB 1725, which resulted in a clearly stated document for when the Board of Trustees will "rely primarily upon" or "reach mutual agreement with" the faculty for each of the "10 plus 1" areas (IVA1-10).

Efforts to improve our ability to encourage and support innovation and participation by part-time instructional faculty are also ongoing. To ensure that students move toward completion of their educational goals along clear pathways, we are working toward an institutional structure that can increase and support opportunities for formal and informal innovation by part-time instructional faculty. Institutionally-planned and specifically compensated Planning and Assessment Day encourages part-time faculty to participate with their full-time colleagues in the innovative development and improvement of teaching practices that will impact student success and close equity gaps (IVA1-11).

In conclusion, Sierra College has a vigorous culture of innovation and a history of successful implementation of new practices, programs and procedures. Fostered by the foundational principals outlined in our mission, vision and core values statements, by board and administrative policies guiding participatory governance, and by institutional leaders that support and encourage faculty, management and classified staff, and students to participate in and take initiative toward improvements, the College provides broad and sustained opportunities for collaboration in decision-making and for individuals to bring forward ideas for institutional advancement.

IVA2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

The College has Board Policies (BP) and Administrative Procedures (AP) for how "all members of the academic community (students, faculty, administration, and classified) can participate effectively in the orderly growth and development of the College." BP 2510 and AP 2510 define the purpose, structure, and processes by which the College is governed to ensure a culture of inclusivity and collaboration in decision-making (IVA2-1, IVA1-2).

BP/AP 2510 defines the participatory roles of governance for the Strategic Council, the Academic Senate (under the provisions of Title 5 Regulations, § 53200-53203), the Student Senate (ASSC) (under the provisions of Title 5, § 51023.7), the Classified Senate, the Management and Confidential Senate (MACS), standing committees, task forces, advisory committees, and collective bargaining groups. The purpose of these governance groups is for its members to work collaboratively to forward interests and ideas through their authorized representatives and make recommendations to Strategic Council - the College's primary governing body for making recommendations to the college President and Board of Trustees - that best meets the mission and represents the core values of the College. BP/AP 2510 details the

voting membership of the constituencies of Strategic Council which includes five faculty, five classified staff, five managers, and five student members - with the Superintendent/President as a non-voting chair.

AP 5400 authorizes the Student Senate as the governing body of the Associated Students of Sierra College (ASSC) and BP/AP 2510 codifies how Student Senate members are included as voting members of Strategic Council (IVA2-3). These policies demonstrate how the College meets the requirements of Title V of the Education Code (Sec. 510723.7) to ensure students have the opportunity to participate in the various levels of college governance and to make recommendations on policies and procedures that impact them.

The following examples specifically demonstrate how earnestly the College considers and implements "student views on matters that have a direct and reasonable interest" in the development of policy and resource allocations.

- AP 5076 - Waitlist policy
  - In 2013 Sierra College recognized a need to manage waitlists for classes that reach maximum enrollment. The President convened a waitlist taskforce and the initial policy AP 5076 was created (IVA2-4). In 2018 a formal revision to AP 5076 began by formalizing the input and recommendations from previous semesters into a draft revision that was presented as first a discussion agenda item at all of the college senates representing students, faculty, staff, and administrators. Each Senate, including Student Senate (ASSC) then approved the finalized revisions as an action item and the 2018 revision to AP 5076 was approved by Strategic Council on May 11, 2018 (IVA2-5, IVA2-6).
- Meditation Room, LR-303
  - During the spring semester of 2018 members of the student club, Salaam Sierra brought forth a request to the Associated Students of Sierra College (ASSC) and the College's Facilities Council for a "Meditation and Reflection Room." In collaboration with ASSC, Student Senate, the Facilities Council, and the Executive Council, the proposal was approved, the room appointed and furnished (IVA2-7).

IVA3. Administrators and faculty, through policy and procedures, 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.

As outlined in BP 2410, the Board of Trustees, establishes that specific Administrative Procedures will be developed in order to enact Board Policy (IVA3-1). Board Policies and Administrative Procedures are established in 7 categories; four of the seven areas of Board Policy align to the four Vice President Offices and their areas of responsibility (IVA3-2). The Administrative Procedures delegate authority to specific offices or participatory governance bodies, such as the Vice President of Student Services or Academic Senate. College policies and procedures provide substantive and clearly defined roles for administrators and faculty members in institutional governance, such as those outlined in Board Policy (BP) 2510, Participation in Local Decision Making and its corresponding Administrative Procedure (AP) 2510, Participatory Governance (IVA3-3, IVA3-4).

In accordance with California Education Code and Title 5 regulations, the Board consults collegially with the Academic Senate on professional matters, such as curriculum, grading policies, academic standards, educational program development, etc., which are articulated in AP 2510. AP 2510 also articulates the formal mechanisms, such as through Strategic Council and the Planning and Resource Allocation Committee (PARAC), where faculty, staff, and administrators jointly contribute to institutional policy development, planning, resource allocation, and budgeting.

IVA4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Pursuant to Title 5, section 53200 (b), faculty at Sierra College maintain and enact an integral role in the initiation and development of curriculum and student learning programs and services. One of the standing committees of the Academic Senate, the Curriculum Committee is comprised of sixteen faculty representatives, appointed by the Academic Senate, deans (academic administrators), classified staff - degree evaluators and the College's Articulation Officer, and students (IVA4-1). The role, scope, and duties of the Curriculum Committee are defined in BP/AP 4020 (IVA4-2, IVA4-3). The Curriculum Handbook further describes and explains the processes for writing, evaluating and approving curriculum proposals (IVA4-4).

Instructional and Student Services departments complete Program Reviews on a three-year cycle. The purpose of the review is to take stock of the health and future directions of the program and to assess and recommend the resources needed to keep the program viable and robust and well-positioned to serve students (IVA4-5). The program review findings are incorporated into recommendations for resource allocations, such as new full-time staff, equipment, and facilities (IVA4-6).

IVA5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

The Sierra College Board of Trustees is established by Board Policy (BP) 2010 (IVA5-1). Board elections, terms of service, responsibilities, and committees are outlined in BP 2100, BP 2105, BP 2200, BP 2210, and BP 2220 (IVA5-2, IVA5-3, IVA5-4, IVA5-5, IVA5-6). Board Policy 2410, and the associated Administrative Procedure (AP) establish the role of Participatory Governance in developing Policies and Administrative Procedures (IVA5-7, IVA5-8). Participatory Governance is further defined in BP/AP 2510 (IVA5-9, IVA5-10).

Collaborative decision making is explicitly established as a "core value" of the Sierra Community College District (IVA5-11). Sierra College manifests this core value by identifying and meaningfully including stakeholders in all levels of institutional deliberations. The participatory governance system at Sierra College is the mechanism which enables the appropriate consideration of relevant perspectives as well as the inclusion of those with expertise and responsibility. As further articulated in AP 2510, the purpose of participatory governance at Sierra College is to:

[p]rovide the means through which all members of the academic community (students, faculty, administration, and classified) can participate effectively in the orderly growth and development of the College

Sierra College aligns decision-making with expertise and responsibility in both formal and informal ways. Participatory governance structures are the crucial formal element of this institutional strategy (IVA5-10).

Through its system of Board and institutional governance, Sierra College engages in timely action on institutional plans, policies, curricular change and other key considerations. The Sierra College system of institutional governance also takes timely action regarding College policies. AP 2410 establishes a process for reviewing existing, as well as adding new, BPs/APs. Per AP 2410, policies and procedures may be reviewed and revised at any time (IVA5-8). Once reviewed and updated by the content area experts under the direction of the responsible executive, policies and procedures are shared for discussion and input with the executive team, the college participatory governance senates, and Strategic Council. This process ensures that policies and procedures are regularly reviewed and updated on an ongoing basis and that each policy and procedure is reviewed within a six-year time period. In 2018, the College identified it was behind and through its participatory governance process is working through the current backlog. In addition, Sierra College uses the Community College League of California for recommendations to changes in policy based on changes in legislation.

The most current versions of all policies and procedures are posted on the College's public website (IVA5-12). The Board Policies and Administrative Procedures are listed within the appropriate chapters, which each have a "responsible executive." This alignment ensures a responsible party for policy maintenance and alignment to expertise.

Chapter	Title	BP/AP #s	Responsible Executive
1	The District	1000 Series	President
2	The Board of Trustees	2000 Series	President
3	General Institution	3000 Series	Assorted
4	Academic Affairs	4000 Series	Vice President of Instruction
5	Student Services	5000 Series	Vice President of Student Services
6	Business and Fiscal Affairs	6000 Series	Vice President of Administrative Services
7	Human Resources	7000 Series	Vice President of Human Resources

Beneath Strategic Council, which is the key governance body for the College, there are numerous other committees. For example, each constituent group at Sierra College has an associated Senate which is comprised of representatives from the diverse areas within each of those groups. Each of these governance bodies are based upon additional structures to ensure that even more perspectives from diverse areas of the College will be considered. Councils and committees of the Senates establish a more specific purview on college issues and projects such that individuals with particular interests and expertise can contribute more precisely and meaningfully (IVA5-13). Further, each committee has formal governing documents, such as a constitution, bylaws, or charter, which ensure that their representatives are again drawn from

diverse and relevant areas of the College, including management, classified and student positions. Examples include the Curriculum Committee, Distance Learning and Instructional Technology Committee, and the Honors Committee (IVA5-14, IVA5-15, IVA5-16). Some college committees, such as the Spectrum and Gender Equity Committee, have representatives from local community organizations to ensure the inclusion of their relevant, appropriate and knowledgeable perspectives on key issues where institutional expertise may be lacking (IVA5-17, IVA5-18).

Through its governance policies and structures the College monitors whether in its decision-making and planning consideration of relevant perspectives has been obtained. As the College strives to continuously improve, we have recognized that concerns exist about part-time faculty involvement in College deliberations. There are formally structured positions for part-time faculty representatives on numerous participatory governance bodies, and part-time faculty members are encouraged to apply for almost any open governance position, however the demands of part-time employment, typically on multiple campuses, create barriers for in-depth engagement and thus meaningful involvement. There is also room for improvement in ensuring that relevant perspectives from relevant committees inform higher-level deliberations. The College community is able and encouraged to participate in many governance forums, but there are challenges surrounding how deliberations strategically inform each other and inform final decisions.

One example of how the College monitors and takes corrective measures is when Academic Senate reviewed the membership of the Reengineering Sierra College for Student Success (R4S) Task Force and identified concerns about its formation in terms of its inclusivity, expertise, and areas of responsibility. The interest of the Academic Senate to address and mitigate those concerns were officially addressed in a manner that reveals a genuine underlying commitment to effective participatory governance. These issues were successfully addressed in the formation of several similarly crucial task forces since the formation of R4S – Professional Development Task Force, Interest Area Design Team Task Force, and Equity Task Force. In each case positions were appointed through clearly defined processes ensuring appropriate perspectives, expertise, and areas of responsibility were considered (IVA5-19).

As noted previously, the College identified some of these issues as part of its R4S work. In order to clarify some governance matters, the Board of Trustees, management, and Academic Senate hosted a "Collegiality in Action" training by CCLC and ASCCC representatives. This led to a "Ten Plus One" workgroup to make recommendations to the Board regarding which items are "rely primarily upon" versus "mutually agree upon" while ensuring the interests from all sides were considered (IVA5-20, IVA5-21). The Board adopted the recommendations at its December, 2018 meeting (IVA5-22). Subsequently, the College is engaging in conversations about a broader governance redesign. At the time of this writing, preliminary conversations have occurred at Strategic Council and a representative body is being established to develop proposals (IVA5-23, IVA5-24).

IVA6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

The College follows established methods and processes for documenting and storing decision-making, and communicating the decisions made through the governance process. Meeting agendas are routinely posted on the relevant governance "Board docs" website, and most participatory governance bodies keep some kind of recollections and/or minutes to keep track and communicate decisions made and actions taken. The following are examples of how the College's practices align with the standard by documenting and communicating the process for decision-making and the resulting decisions to stakeholders across the institution.

- Board Docs
  - To improve effectiveness of record keeping and communication to both internal and external audiences, in 2018 the College's Board of Trustees, councils, and committees began transitioning from publishing agendas, recollections and minutes in PDF form on the Planning and Governance section of the College's website to using the web-based application, BoardDocs for developing and publishing meeting agendas and recollections (IVA6-1).
- Email
  - The Faculty Prioritization Workgroup is not an ongoing governance body and does not record its meeting recollections beyond a final, prioritized list. In order to ensure broad communication, the Academic Senate president will email the list to all faculty (IVA6-2).
  - The Academic Senate Newsletter is sent by email to all faculty contain important information for faculty about upcoming and ongoing issues (IVA6-3).
  - Monthly guided pathways updates from the Reengineering Sierra College for Student Success (R4S) Task Force to the campus community. For example, the 4/12/2018 R4S update including its list of concluding recommendations (IVA6-4). The Interest Areas Steering Committee continues this practice (IVA6-5).
  - Other information items relevant to the college community -- such as accreditation open forums or new hires -- are communicated by email to students, staff, faculty, managers, and administration (IVA6-6, IVA6-7).

While aligned to the standard, the College continues to explore mechanisms to better communicate decisions, changes in policy, and practice.

IVA7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.

The College has specific mechanisms for evaluating leadership roles as outlined in Board Policy (BP) 2745 "Board of Trustees Self-Evaluation" and Administrative Procedure (AP) 2435 "Board of Trustees Evaluation of the Superintendent/President" (IVA7-1, IVA7-2). The results of these evaluations are communicated publicly, typically during the Board planning retreat (IVA7-3, IVA7-4). Other campus leaders, such as managers and department chairs, are evaluated per their collective bargaining agreements (IVA7-5, IVA7-6).

In compliance with Ed Code: section 70902, Board Policy 2410 and Administrative Procedure 2410 establish processes for creation, revision and deletion of governance and decision-making

policies and procedures (IVA7-7, IVA7-8). The process for assessing policies and procedures relies on the College's existing Participatory Governance structure to enable a collaborative approach to the development and improvement of policies and regulations. Board policies and administrative procedures are periodically reviewed for accuracy and appropriateness and revised as necessary on an ongoing basis. Each policy or procedure must be reviewed and reapproved through the participatory governance processes at a minimum every six years. The College will also review and update policies and procedures that have been recommended for revision by the Community College League of California (CCLC). The District also contracts with the law firm of Liebert Cassidy Whitmore for legal advice relating to policies, procedures and other matters.

Sierra College regularly evaluates its governance procedures. At Sierra College, the key governance and decision-making bodies include the Strategic Council, its Planning and Resource Allocation subcommittee, Management and Confidential Senate, Classified Senate, Student Senate (ASSC) and the Academic Senate and its standing committees. In 2014, in consultation with the Senates, the Strategic Council approved a process for key governance structures to evaluate themselves. The result was the Shared Governance Survey and Evaluation Timeline was created to identify a formal process for regular evaluation of Strategic Council, PARAC, Senates and Standing Committees (IVA7-9). The evaluation cycle follows a three-year rotation beginning spring 2014, with follow-up analyses, discussion of improvements needed, and modifications to occur in each subsequent Fall semester (IVA7-10, IVA7-11, IVA7-12, IVA7-13, IVA7-14). One result of this process led to the College President directing managers to encourage and support classified staff to participate in shared governance.

In response to its governance reviews, the Academic Senate identified a need for improved communication with its standing committees. This led to several experiments in increasing communication. In Spring 2015, the Senate revisited the issue and decided to establish a Canvas page for each of the Academic Senate standing committees. Further assessment of communication between Senate standing and subcommittees lead to additional action in Spring 2016 when Academic Senate decided to schedule two standing committee update presentations at the start of each meeting every spring semester.

As noted in Standard IVA5, the College is continuing to evaluate its governance structures and is in the process of making improvements.

Standard IVA Evidence
  IVA1-1   Board-Policy-1200
  IVA1-2   SCFA CBA Collaborative Training
  IVA1-3   FUSE CBA Collaborative Training
  IVA1-4   BP2510 Participatory Governance
  IVA1-5   AP2510 Participatory Governance
  IVA1-6   The Hub Webpage Screenshot
  IVA1-7   Student Participation on Hiring Committees
  IVA1-8   Transcripting Improvement Email

IVA5-19	R4S_Final_Report
IVA5-20	AS Recollections 03-14-2018
IVA5-21	AS Recollections 05-02-2018
IVA5-22	SC 10+1
IVA5-23	Strategic Council 20190201
IVA5-24	Strategic Council 20190308

IVA6-1	BoardDocs_Website_Image
IVA6-2	Faculty Priority Rankings 2018
IVA6-3	Academic Senate Newsletter Spring 2018
IVA6-4	R4S Update 20180412
IVA6-5	Interest Areas Update 20181106
IVA6-6	Accreditation Open Forum 20180910
IVA6-7	Bocchicchio Email New Dean

IVA7-1	Board-Policy-2435
IVA7-2	Administrative-Procedure-2435
IVA7-3	BOT Agenda 20170708
IVA7-4	BOT Agenda 20180814
IVA7-5	SCMA Contract 2015 2018
IVA7-6	SCFA_Contract
IVA7-7	Board Policy 2410
IVA7-8	AP 2410
IVA7-9	Shared Governance Proposal Packet
IVA7-10	Strategic Council Recollections 20140509
IVA7-11	Strategic Council Survey 2014
IVA7-12	Strategic Council Survey 2017
IVA7-13	Shared Decision Making All Groups 2014
IVA7-14	Participatory Governance Assessment 2017

Standard IVB – Chief Executive Officer

IVB1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Board policy 2430, Board of Trustees Delegation of Authority to the Superintendent/President, specifically holds the superintendent/president accountable for effective leadership and gives further direction regarding functions and duties as follows:

- Responsibility for planning, organizing, and directing the College District.

- Responsibility for the appointment and supervision of all personnel.
- Responsibility for delegation to the staff assigned to conduct the instructional and non-instructional affairs of the College and define the duties assigned.
- Responsibility for advising the Board of Trustees in the development and adoption of policies.
- Responsibility for providing leadership in planning, initiating, evaluating, and interpreting to the public the programs of the College.
- Responsibility for creating an environment and atmosphere in which each staff member can make their maximum contribution to the welfare and progress of the College and its students and may have a voice in consideration of policy and procedure.
- Responsibility for maintaining an open, trusting climate which allows and fosters communication with the diverse educational community (IVB1-1).

The superintendent/president accomplishes these responsibilities and ensures that Sierra College is an educational institution of the highest quality with a focus on student learning. The president serves as lead of the executive team and chairperson of the Planning and Resource Allocation Committee (PARAC) and Strategic Council, which regularly reviews budgeting, staffing, policies/procedures and the District's strategic plans (IVB1-2, IVB1-3, IVB1-4, IVB1-5). Strategic Council assesses institutional effectiveness through review of key data and metrics (IVB1-4, IVB1-6, IVB1-7). As chairperson of PARAC, the superintendent/president leads the college's resource allocation process, which links funding to regular program review and the District's primary goals (IVB1-8, IVB1-9, IVB1-10). Both Strategic Council and PARAC follow Brown Act procedures and meetings are open to faculty, staff and the public (IVB1-11).

The Board of Trustees delegates authority to the superintendent/president to authorize employment, fix job responsibilities and perform other personnel actions (IVB1-12). The current superintendent/president, Mr. Willy Duncan encourages participation in professional development programs sponsored by the District, including Sierra College Communication, Creativity, Culture, and Collaboration (SC4) training required of all faculty and staff, and Equitizing Sierra College retreat (IVB1-13, IVB1-14). They are a presenter for SCOPE, the Sierra College Orientation Program for Employees. Mr. Duncan requested all faculty and staff members to attend the Sierra Equity Summit in 2019 designed to encourage institution-wide support, planning and collaboration as the District strives to reduce its equity gaps by 40% by the year 2022 (IVB1-15).

The superintendent/president uses all-staff e-mail to communicate important information to college employees (IVB1-16, IVB1-17, IVB1-18). He addresses the faculty and staff in college wide presentations at least twice a year, visits division and department meetings, and occasionally visits each of the senates to provide updates and receive feedback from constituent groups (IVB1-19, IVB1-20, IVB1-21, IVB1-22, IVB1-23, IVB1-24). One well-attended event each semester is Pizza with the President, an opportunity for students to hear an update from the superintendent/president and provide feedback on areas of interest and concern to students (IVB1-25). The superintendent/president has monthly one-on-one or small group meetings with representatives of college groups such as the Academic Senate, each of the bargaining units, the student trustee/president of the Associated Students of Sierra College, and other internal stakeholders. This allows him to keep abreast of college happenings and provide direction early

and often, ensuring a broad base of knowledge of college values and goals, and adherence to college standards. The superintendent/president also regularly communicates with external stakeholders, holding leadership roles in several local and regional committees and groups (IVB1-26, IVB1-27).

IVB2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

The superintendent/president recognizes that a skilled, dedicated, and well-organized workforce is essential to the success of Sierra's students, and therefore places a high priority on ensuring the College is properly staffed to fulfill its mission. Responsibility for appointment and supervision of all personnel is delegated to the superintendent/president by the board of trustees (IVB2-1). The superintendent/president is responsible for establishing an organizational chart delineating the lines of staff responsibility (IVB2-2, IVB2-3). The organizational chart is maintained by the Human Resources department and updated to reflect approved changes after every board of trustees meeting (IVB2-4). A digital copy of the chart is available to employees of the District on inside.sierra.

The District structure is organized and staffed to reflect the institution's purpose, size, and complexity. The superintendent/president directly oversees four vice president positions, each in charge of a specific office: Administrative Services, Instruction, Human Resources and Student Services (IVB2-3). Authority for the superintendent/president to delegate to staff assigned to conduct instructional and non-instructional affairs is given by the Board (IVB2-5, IVB2-6, IVB2-7, IVB2-8, IVB2-9). Additionally, the superintendent/president assigns specific authority and responsibilities to the chief business officer (for management of fiscal affairs) and chief human relations officer (for employment and personnel affairs) (IVB2-10, IVB2-11, IVB2-12, IVB2-13). On-the-ground leadership is provided at the Roseville, Grass Valley and Tahoe-Truckee sites by an associate dean, executive dean, and dean respectively (IVB2-3 pages 4, 9, 10).

The superintendent/president regularly evaluates the administrative structure and facilitates changes deemed to be in the institution's best interest. He discusses staffing weekly with his executive leadership team, overseeing their organizing and reorganizing efforts to effectively meet the needs of students and efficiently manage the complex operations of a single college district with four educational sites (IVB2-14, IVB2-15). Changes to the organizational structure are made when needed to improve student success or operational effectiveness. An example of this would be the staffing additions and adjustments made as part of the Reengineering Sierra College for Student Success (R4S) college-wide initiative aimed at increasing student success and retention. Three new executive dean positions were created to focus on the initiative (IVB2-16, IVB2-17, IVB2-18). Additionally, reporting for the Information and Instruction Technology (IIT) department was moved from Administrative Services to Student Services to better align IIT resources for initiative support (IVB2-19, IVB2-20). Most recently, a separate, high level department dedicated to the oversight of the student success efforts was created (IVB2-21). This

department is managed by both the vice presidents of Student Services and Instruction to ensure an awareness and participation in efforts across disciplines and functional areas.

Under the direction of the superintendent/president, particular efforts have been made to improve the organizational structure at Sierra College. Years of research and planning have led to the ongoing implementation of several college-wide initiatives, which have included increasing staffing in some areas and reorganizing duties to better serve students and improve learning outcomes.

IVB3. Through establish policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Set in board policy, the District's values guide all institutional decision-making with the goal of creating an academic environment that is challenging and supportive for students with a focus on access, equity, student-centered learning, and achievement (IVB3-1). These values shape the District's priorities and goals which are set annually by the superintendent/president and the Board of Trustees (IVB3-2). Responsibility for providing leadership in planning, initiation, and evaluation of the District's programs is delegated to the superintendent/president (IVB3-3).

The District's collegial process is used to ensure stakeholders have the opportunity to provide recommendations for its strategic direction (IVB3-4). Sierra has long been a place where groups put aside competing interests to come together in the best interests for its students. This collaborative culture permeates every level of the College and is reflected in its governance, program review, and resource allocation process. Strategic Council is the main participatory governance body for the District. The superintendent/president is the chairperson of the Council and membership includes faculty, classified, management, and student representatives. Its purpose includes collaboration with the College's president on the strategic direction of the College, and to assist with dissemination of information to the college community (IVB3-5).

The superintendent/president is responsible for the creation and implementation of a broad-based, comprehensive, systemic, and integrated planning system which includes, but is not limited to, the formation of the District wide Strategic Master Plan and Educational Master Plan (IVB3-6). The District's established planning process engages staff, faculty, and management in plan development, review, and implementation (IVB3-7).

The Strategic Master Plan (SMP) defines the District's vision, mission, and core values, establishes strategic goals for the institution, and outlines metrics by which to measure progress towards each goal's achievement (IVB3-8, IVB3-9, IVB3-10). The SMP was last revised in 2015

(IVB3-11, IVB3-12). Strategic Council receives updates to assess the overall success of implementation efforts (IVB3-13, IVB3-14).

Last revised in 2016, the Educational Master Plan (EMP) delineates educational outcomes, district goals, and planning assumptions that will inform institutional program development and resource allocation and establishes a context for college and district initiatives (IVB3-15, IVB3-16). The EMP sets institutional performance standards within the framework of both internal and external conditions and trends.

Outcomes assessment helps align instruction and student services in order to meet program and institutional goals. In the classroom assessment can dramatically improve teaching effectiveness and student learning. Outside the classroom it informs institutional effectiveness and improvement. Outcomes assessment is systematic, ongoing and involves the entire Sierra College community. The College assessment is done at the institutional level (ISLOs), program level (PSLOs, instructional and student services), and course level (CSLOs). As stated on the College's website, "We assess because we have an obligation to our educational community and through the assessment process we become better at what we do" (IVB3-17).

Educational planning is integrated with resource planning and allocation to ensure support of student achievement and learning through two distinct but connected processes: program review and electronic Program Assessment and Review (ePAR). Each program undergoes a formal program review once every three years, with approximately one third of the programs being reviewed annually. The Program Review Committee reports its findings to the governance groups each year. In 2018 the committee reported its findings to Strategic Council, stating, "Sierra College offers strong programs, created, sustained, and improved by dedicated faculty, classified, and management staff; these claims are increasingly supported by effectively developed and presented objective and measurable data as well as by observations and experience." It was also shared during the discussion that, "the thorough and insightful reviews of all programs, and the scores and evaluative comments suggest that most programs use the reviews to provide an open and purposive exploration of their programs successes and needs; most departments describe the challenges they face and the actions they have taken to meet them, implicitly and explicitly incorporating the review into their own cycle of assessment and planning; despite the reservations noted above, these evaluations increasingly support the resource requests or possibilities included in the report" (IVB3-18).

The annual ePAR cycle provides for shorter-range departmental planning and is used to evaluate departmental progress on achieving course and program level student learning outcomes (SLOs). Needs within each department are prioritized at every level of the College (departmental, division, executive) and a top-tier list is prioritized for final consideration by the Planning and Resource Allocation Committee (PARAC), a subcommittee of Strategic Council (IVB3-19, IVB3-20). PARAC is specifically designed to ensure that planning is tied to resource allocation and resource allocation is tied to student learning in a continuous cycle (IVB3-21, IVB3-22).

The superintendent/president, Mr.Willy Duncan, uses research and analysis to guide institutional improvement. In recent years, an honest analysis of research data regarding student success within the District showed results were not at the high level expected of Sierra College. This led to several months of discussions between the superintendent/president and campus groups and external resources with the goal of defining the problem. In October 2015, President Duncan announced the formation of a Presidential Task Force, which ultimately came to be known as the

Reengineering Sierra College for Student Success (R4S) Task Force (IVB3-23). This task force, made up largely of faculty and facilitated by two new, high-level administrator positions created for this purpose, received a two-year assignment from the president to explore ways to "reengineer, repackage, and redesign Sierra College" (IVB3-24). The task force determined that a guided pathways approach should be adopted by the College to increase student success (IVB3-25). The Academic Senate approved a recommendation to implement phase one of guided pathways on May 11, 2016 and the board of trustees made guided pathways its number one priority for the 2017-18 year (IVB3-26, IVB3-27).

The superintendent/president guides the institutional improvement of the teaching and learning environment through established practices and procedures. College goals, based upon research, planning, appropriate allocation of resources, and campus dialogue, include the commitment "to meet and exceed external standards through an outcomes-based framework for continuous quality improvement" (IVB3-28).

IVB4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

The Sierra College Board of Trustees delegates responsibility to comply with ACCJC's accreditation process to the superintendent/president (IVB4-1). The superintendent/president, Willy Duncan, provides leadership for the accreditation process to faculty, staff and administration of the District through the District's participatory governance structure. Accreditation is a standing item for discussion at Strategic Council meetings (IVB4-2, IVB4-3). Mr. Duncan involves the Board in the accreditation process; effective preparation for the current cycle is included in the Board of Trustees and Superintendent/President Priorities and Goals for 2018-19. Mr. Duncan also facilitates regular reports to the Board regarding process status (IVB4-4, IVB4-5, IVB4-6).

The superintendent/president has assigned the role of accreditation liaison officer (ALO) to the Dean of Planning, Research and Resource Development and collaborates with the ALO to guide accreditation efforts. The ALO provides updates to the Senates to keep all participatory governance stakeholders informed of the accreditation process, and to solicit their feedback (IVB4-7, IVB4-8, IVB4-9, IVB4-10, IVB4-11, IVB4-12). Several accreditation-focused small group trainings were held in fall 2018 to help stakeholders better understand the accreditation process (IVB4-13). The ALO coordinates the Sierra College accreditation Standard teams composed of members from departments and classifications across the District. Formed to assist with creation of the Institution Self-Evaluation Report, these teams provide faculty, staff and administrative leaders the responsibility for assuring compliance with accreditation requirements.

IVB5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

The superintendent/president stays abreast of federal and state regulations and statutes, seeking legal advice to clarify statutes and regulations as needed, to ensure District practices are in compliance with the law and consistent with the District's mission and policies. The College also participates in the Community College League of California policy and procedure service to help guide the development and update of policies and procedures that reflect current regulations. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities (IVB5-1).

The superintendent/president keeps the board of trustees updated regarding statutory and compliance expectations, allowing the board to make informed decisions. As one example, a presentation was given to the board in March 2018 regarding college purchasing and contracting practices, an important piece of the board's and college's commitment to providing effective control of budget and expenditures. This presentation included information and discussion regarding compliance with federal, state, and local regulations and codes, as well as with college board policies and administrative procedures (IVB5-2, IVB5-3). Additionally, in compliance with regulations and in accordance with board policy, regular reports are provided to the board such as budget study sessions specific to college budgeting including an overview of revenues and expenditures (IVB5-4, IVB5-5, IVB5-6). The board has two standing committees, the Budget Committee and Audit Committee, which meet to discuss compliance with regulations, the college's financial wellbeing, and to ensure that college funds are managed in alignment with the college mission of student success (IVB5-7, IVB5-8).

The superintendent/president ensures that governance decisions are linked to the college mission, serving as chairperson and preparing the agendas of Strategic Council and the Planning and Resource Allocation Committee, and meeting regularly with the leadership of the Academic Senate and other governance groups. At the May 11, 2018 meeting of Strategic Council, for example, a lengthy discussion was had regarding institutional metrics and goals, which was followed immediately by a discussion regarding improvements to the budget development and planning processes to better align strategic plans, program review, resource allocation, and the budget cycle (IVB5-9).

The superintendent/president assures that college practices align with the institutional mission and comply with regulations and board policies. Under his direction, the College has undertaken years of evaluation of its practices, which has resulted in considerable efforts to improve processes and practices. Discussed in detail in other sections, this includes the initiatives of the presidential taskforce known as Reengineering Sierra College for Student Success.

Standard IVB Evidence
  IVB1-1   BP 2430 Delegation Of Authority
  IVB1-2   BP 2510 Local Decision Making
  IVB1-3   AP 2510_ParticipatoryGovernance
  IVB1-4   Strategic Council Recollections 20180907
  IVB1-5   Strategic Council Recollections 20180511
  IVB1-6   Strategic Council Recollections 20180406
  IVB1-7   Strategic Planning Metrics 2018
  IVB1-8   ePAR Webpage
  IVB1-9   PARAC Recollections 20180323

IVB1-10	PARAC Recollections 20180126
IVB1-11	Board Docs Public Webpage
IVB1-12	BP 7110 Delegation Of Authority
IVB1-13	AllStaffEmailEquityRetreat 20180911
IVB1-14	AllStaffEmailSC4 20180530
IVB1-15	AllStaffEmailSierraEquitySummit 20181008
IVB1-16	AllStaffEmailInnovationAward 20170403
IVB1-17	AllStaffEmailDACAMemo 20170905
IVB1-18	AllStaffEmailEmergencyPreparedness 20180801
IVB1-19	F18 Convocation Program
IVB1-20	Sp 19 Convocation Program FINAL
IVB1-21	ClassifiedSenateRecollections 20161109
IVB1-22	ClassifiedSenateRecollections 20180214
IVB1-23	AcademicSenateRecollections 20170426
IVB1-24	Student Senate Recollections 20160421
IVB1-25	Pizza With The President
IVB1-26	Rocklin Chamber of Commerce Webpage
IVB1-27	Greater Sacramento Economic Council Webpage

IVB2-1	BP 2430 Delegation Of Authority
IVB2-2	BP 3100
IVB2-3	Org Chart May 2019
IVB2-4	AP 3100
IVB2-5	BP 2430
IVB2-6	Assistant Superintendent - Vice President, Administrative Services
IVB2-7	Assistant Superintendent - Vice President, Chief Human Resources Officer
IVB2-8	Assistant Superintendent - Vice President, Instruction
IVB2-9	Assistant Superintendent - Vice President, Student Services
IVB2-10	BP 6100
IVB2-11	AP 6100
IVB2-12	BP 7110
IVB2-13	AP 7110
IVB2-14	ExecutiveTeamAgenda_20181009
IVB2-15	ExecutiveTeamAgenda_20181016
IVB2-16	Interim Executive Dean - Enrollment Management
IVB2-17	Executive Dean - Student Success - Instruction
IVB2-18	Executive Dean - Student Success-Student Services
IVB2-19	OrganizationalChart_201706
IVB2-20	OrganizationalChart_201707
IVB2-21	OrganizationalChart_201809

IVB4-13   All Staff Email Accreditation Forums 20180924

IVB5-1   BP2410 Board Policies Administrative Procedures
IVB5-2   BOT Minutes 20180313
IVB5-3   Purchasing Contracts Presentation
IVB5-4   BP 6200 Budget Preparation
IVB5-5   BP 6250 Budget Management
IVB5-6   BP 6300 Fiscal Management
IVB5-7   Budget Committee Recollections 20180817
IVB5-8   BOT Audit Committee Recollections 20181113
IVB5-9   Strategic Council Recollections 20180511

Standard IVC – Governing Board

IVC1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER7)

Sierra College has a board of trustees made up of seven members elected by the voters of the District and one student member elected annually by the student body (IVC1-1, IVC1-2). The board has the authority and responsibility to "make policies that establish the general direction for and expected results of the College's programs and services, and that establish legal, ethical, and prudent governing parameters for College operations" (IVC1-3, IVC1-4). The District's mission is to provide an academic environment that is challenging and supportive for students of diverse backgrounds, needs, abilities, and goals with a focus on access, equity, student-centered learning, and achievement (IVC1-5). Board policies are adopted as authorized by law or determined by the board to be necessary for the efficient operation of the District (IVC1-6). The Board is the ultimate decision-maker in areas assigned to it by state and federal laws and regulations but is committed to its obligation to ensure appropriate members of the District participate in policy and administrative procedure development (IVC1-7). The Board regularly reviews its policies for content and effectiveness in fulfilling the District's mission (IVC1-8, IVC1-9, IVC1-10, IVC1-11).

The Board's policies are designed to protect the quality, integrity and effectiveness of the District's programs and services, with policies addressing Conflict of Interest, Institutional Effectiveness and Institutional Planning (IVC1-12, IVC1-13, IVC1-14). The District's student learning and student services programs are governed by policy (Chapter 4 – Academic Affairs and Chapter 5 – Student Services) (IVC1-15). Board Policy 4020 requires that programs and curricula of the District be of high quality and evaluated regularly to ensure quality and currency, and establishes procedures for the development and review of all curricular offerings (IVC1-16). Quality improvement is addressed by the Program Vitality policy which provides a process for instructional or student services programs to undergo formal evaluation (IVC1-17).

The framework within which the District must operate to ensure the financial stability of the institution is set by policy (Chapter 6 – Business and Fiscal Affairs) (IVC1-15). Board Policy

6250 sets requirements for the District's budget (IVC1-18). Board Policy 6300 delineates required procedures for fiscal management of the District, including reporting requirements to the Board (IVC1-19). That the College adheres to its policies regarding fiscal stability is evidenced by several years of healthy budgets, clean audits, and maintenance of general fund reserves within the board's policy of 8-12% (IVC1-20, IVC1-18, IVC1-21, IVC1-22, IVC1-23, IVC1-24, IVC1-25, IVC1-26, IVC1-27, IVC1-28, IVC1-29, IVC1-30, IVC1-31, IVC1-32).

Policies governing Human Resources are found in Chapter 7.

IVC2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

The board acts as a collective entity, exercising authority only as a board and maintaining independent judgment unbiased by any private, partisan or individual interests (IVC2-1). Decisions are made at regularly-scheduled board meetings and must advance the mission of the College (IVC2-1, IVC2-2, IVC2-3). Once approved, board decisions are supported by all members of the board, and individual members will not undermine the decision of the whole. Board member communication outside of meetings does not include discussion or deliberation of, or action on, matters of the board (IVC2-4). While the board is the ultimate decision-maker in areas assigned to it by state and federal laws and regulations, regular meetings are open to the public and faculty, staff, students and community members are encouraged to attend (IVC2-5, IVC2-6).

The board of trustees meeting minutes reflect the ability of the board to reach a unified decision. At the August 14, 2018 meeting, the board considered resolutions authorizing use of the Design-Build Delivery method for three upcoming construction projects. After much discussion and consideration, the board unanimously approved the resolutions (IVC2-7).

IVC3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The College board of trustees has adopted a policy for selecting the district superintendent/president in the case of a vacancy, which requires that the process be open, fair, and comply with the law (IVC3-1). The policy was used most recently in 2011, when the board conducted a search and unanimously selected Mr. William H. Duncan, IV, as the sixth president of Sierra College (IVC3-2, IVC3-3).

An evaluation of the superintendent/president is completed at least annually as outlined in Board Policy 2435, Administrative Procedure 2435, and the contract of employment with the superintendent/president (IVC3-4, IVC3-5, IVC3-6). Criteria for evaluation include administration of policies adopted by the board and performance goals and objectives developed in accordance with Board Policy 2430 (IVC3-7). Annually, the board and superintendent/president set joint goals which are used to assist with the performance evaluation (IVC3-8, IVC3-9, IVC3-10). Mr. Duncan's most recent evaluation was completed in June 2018 where the board unanimously found his performance to be positive (IVC3-11, IVC3-12).

The board sets clear reporting expectations regarding institutional performance, effectiveness and planning (IVC3-7, IVC3-13, IVC3-14, IVC3-15).

The board of trustees has acted in accordance with its policies for selection and evaluation of the college superintendent/president. The evaluation process has been engaging and meaningful, allowing the board to provide valuable input regarding the direction of the College and its expectations of the superintendent/president.

IVC4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER7)

The board is an independent, policy-making body consisting of seven members elected from designated trustee areas, with voting at large to ensure public interest is reflected across the District (IVC4-1). Trustee elections take place every other year in even years, with approximately half of the seats up for election each time. This allows the registered voters throughout the entire district to express their interests in the College's educational quality every two years by their choice of trustees. The board maintains its independence in part by excluding District employees or elected officials holding an incompatible office. Board members must abide by the board's conflict of interest policy, which addresses financial and representation interests in addition to job or office incompatibility (IVC4-2, IVC4-3, IVC4-4). The board ethics policy further clarifies expectations for trustee behavior including the avoidance of even the appearance of a conflict of interest, and explicitly states the board's commitment to always protect, advance, and promote the interests of all citizens, and maintain independent judgment unbiased by any private, partisan or individual interests (IVC4-5). These policies are regularly reviewed and updated (IVC4-6).

Three of the primary responsibilities of the board are to make policies that establish general direction for and expected results of the College's programs/services; to monitor the District's performance to ensure it is meeting current community needs, and anticipate future trends; and to regularly evaluate the institutional strategic planning and performance (IVC4-7). Individual trustees have the responsibility to be advocates of the District in the community and the board advocates for the District by promoting and developing partnerships with schools, business, local governments and diverse cultural interests to benefit the District's educational programs and actively supporting legislation that increases funding for the Community Colleges (IVC4-5, IVC4-8).

The community has shown strong support for the quality of the programs and services at Sierra College in recent elections as evidenced by uncontested trustee elections in 2014, 2016, and 2018. Additionally, the first general obligation bond in over sixty years for Rocklin campus area facilities was approved in 2018.

IVC5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Responsibilities of the board include creating policies that establish the general direction for, and expected results of, the College's programs and services, and that establish legal, ethical, and prudent governing parameters for College operations (IVC5-1). The board is committed to its

obligation to ensure that appropriate members of the District participate in developing policies (IVC5-2).

Programs and curricula of the District are required to be of high quality and the superintendent/president is delegated the responsibility to establish procedures for their development, review and discontinuance (IVC5-3). Review of student learning programs and services is facilitated through the Program Vitality process and new programs or program discontinuances are approved by the board (IVC5-4). The board is committed to further the equity of student's educational opportunities and educational success (IVC5-5).

The board has adopted policies ensuring the prudent fiscal management of the district (IVC5-6, IVC5-7, IVC5-8, IVC5-9). The superintendent/president is responsible for preparation of the annual District budget which must support the institutional goals established by the board and the Educational Master Plan of the District (IVC5-10). Furthermore, the budget is linked to departmental planning documents, such as Program Assessments Reviews (IVC5-11). Completed every three years by Academic Services, Student Services and Operations, the Program Assessment Reviews provide evidence for resource allocations and present each department's three-year planning and needs assessments (IVC5-12). These processes ensure that the College's programs and services have the resources necessary to support them. The board receives regular reports regarding the financial condition of the District, at least once every three months (IVC5-7, IVC5-13, IVC5-14).

The board is informed and consulted regarding college-set standards and regularly, at least annually, is presented reports and engaged in discussion regarding data that demonstrate improvements in student achievement and learning. These discussions include the annual presentation of the College scorecard and goals and metrics that go well beyond the data captured in the scorecard (IVC5-15, IVC5-16).

The board is the ultimate decision-maker of the district in all areas where that authority has been granted by law and regulation including educational quality, legal matters, and financial integrity and stability (IVC5-2).

The board of trustees takes seriously its responsibility to ensure that the institution is governed by policies that will result in excellence in student learning and improvements in student achievement. With the full support of the board, the College has led its peers in higher education in examining its practices and implementing innovative improvements about which the board is regularly apprised.

IVC6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Approved board policies and administrative procedures are posted to the College website in accessible .pdf format for ease of viewing and/or printing (IVC6-1). Policies pertaining to the board of trustees are found in a chapter specific to the responsibilities, structure and operation of the board (2000 series). The board's size and election process are defined in BP 2010 and BP 2100 respectively (IVC6-2, IVC6-3). The duties and responsibilities of the board are delineated in BP 2200. The board's structure is reviewed annually at an organizational meeting per BP 2305 (IVC6-4, IVC6-5). Other key policies outlining the board's operating procedures include:

Board Policy 2220 – Committees of the Board of Trustees (IVC6-6)

Board Policy 2310 – Regular Meetings of the Board of Trustees (IVC6-7)

Board Policy 2315 – Closed Sessions of the Board of Trustees (IVC6-8)

Board Policy 2330 – Quorum and Voting (IVC6-9)

Board Policy 2345 – Public Participation at BOT Meetings (IVC6-10)

Board Policy 2360 – Minutes of Meetings of the BOT (IVC6-11)

Board Policy 2410 – Board Policies and Administrative Procedures (IVC6-12)

Sierra College board policies regarding the board's specifications are readily available on the college website. Individuals requiring additional assistance including access to policies in another format may contact the president's office.

IVC7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The board acts in a manner consistent with its policies. Regular meetings and closed sessions follow the procedures established by board policy and meetings are held in accordance with Brown Act requirements (IVC7-1, IVC7-2). Meeting agendas are posted on the District's website and at a location adjacent to the meeting room a minimum of 72 hours prior to the regular meeting time (IVC7-3, IVC7-4, IVC7-5). Minutes are kept and reflect both quorum status and the vote of board members present on all motions (IVC7-6, IVC7-7). Additionally, an audio recording of regular meetings is created and retained for a minimum of 90 days following the recording (IVC7-8). Meeting minutes are posted to the District's website and reflect that the board's actions are consistent with these and the remainder of its bylaws (IVC7-9).

Board policies and administrative procedures are periodically reviewed for accuracy, appropriateness, and effectiveness in fulfilling the district mission, and revised as necessary on an ongoing basis, at a minimum every six years (IVC7-10). Under the direction of the superintendent/president, the president's office staff tracks all policies and procedures and twice yearly notifies the responsible executive members of those due for review. The District subscribes to the CCLC Board Policy and Administrative Procedure service to ensure policies and procedures contain the most up-to-date language and citations. Additionally, individual policies and procedures may be reviewed and revised at any time should the need arise due to changes in law or practice. Once reviewed and updated by the content area experts under the direction of the responsible executive, policies and procedures are shared for discussion and input with the executive team, the College's participatory governance senates, and Strategic Council. Following Strategic Council, reviewed, updated, and/or deleted policies are placed on the agenda of the board of trustees for discussion and approval (IVC7-11, IVC7-12, IVC7-13). New policies are introduced not less than one regular meeting prior to the meeting at which action is recommended (IVC7-10, IVC7-14, IVC7-15). The most current versions of all policies and procedures are posted on the College's public website (IVC7-16). A policy and procedure workgroup meets periodically to discuss best practices, and at least one member of that workgroup attends a statewide policy and procedure workshop annually.

1: Responsible Executive → 2: Executive Team → 3: Senates

→ 4: Strategic Council → 5: Board of Trustees

Step 1: Responsible Executive

Review and revise policies and procedures, place on the executive team meeting agenda, and post in the Board Policy Updates folder on inside.sierra. Drafts of revised BPs/APs are prepared in underline/strikethrough format.

Step 2: Executive Team

Items are reviewed and modifications are requested as necessary.

Step 3: Senates

The explanatory cover sheet with copies of the revised policies and procedures (or a link to them on Inside.Sierra) is sent via e-mail to the Senate presidents with a deadline for response (generally 30 days). If a response is not received by the deadline, approval will be assumed.

In addition to providing the information in the format above, the executive may contact the Senates directly if he/she wishes to address the senate to provide further explanation or clarification of policies/procedures being updated.

Each Senate chooses the manner in which it reviews/discusses the policies and procedures being reviewed or revised (e.g., by individual assignment, committee, or presentation to the full Senate). If the Senate wishes to make additional changes to a BP/AP or pull it for further discussion, the Senate president should notify the responsible executive's office.

Step 4: Strategic Council

Items are provided to Strategic Council in information-only format as an attachment to the Strategic Council agenda. This allows the College community a final check-off and reminder of the policies and procedures being reviewed or revised. Following Strategic Council, updated Administrative Procedures are posted to the website and inside.sierra.

Step 5: Board of Trustees (Board Policies only)

Board Policies are ultimately reviewed and approved by the board of trustees. Following board approval, updated board policies are posted to the website and inside.sierra.

IVC8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

The board has adopted a policy directing the superintendent/president to ensure that the District has and implements a system of planning that involves the College community and is supported by institutional effectiveness research (IVC8-1). In accordance with that policy, the Board regularly reviews key indicators of student achievement and institutional plans for improvement.

The board reviews the CCCO Student Success Scorecard and institutional Strategic Planning Metrics annually to guide district policy in pursuit of the College's mission (IVC8-2). District initiatives that relate to the institution's goals are also periodically reviewed, for example Board Goal I, Reengineering Sierra College for Student Success (IVC8-3, IVC8-4). Additionally, samples of student success and achievement data are included in reports from other academic programs, such as Dr. Kim Bateman's, Dean of the Tahoe-Truckee Campus, presentation to the board on August 14, 2018 (IVC8-2, IVC8-5).

The District's institutional planning documents for student achievement, equitable outcomes and improvement are also regularly reviewed. The Educational Master Plan is a comprehensive plan which provides specific direction and parameters for the implementation of programs and activities relating to educational and student support service programs of the College (IVC8-6). The Strategic Master Plan addresses major demographic, educational and economic challenges facing the College and creates a framework to establish goals, set priorities, and track progress (IVC8-7). The Facilities Master Plan is a document with the long-term vision for the physical resources of the District (IVC8-8). The Technology Master Plan focuses on how technology does and will assist the institution with meeting its goals (IVC8-9).

The board regularly reviews data on student performance, engaging in discussion and providing direction to ensure the College is accomplishing its goals for student success. Institutional plans are reviewed by the board to ensure they align with the College's commitment to excellence and a continuous cycle of improving the quality of educational programs and services.

IVC9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

The board is committed to its ongoing development and to trustee education that includes new trustee orientation, which is coordinated by the superintendent/president's office (IVC9-1). New trustee orientation begins with a one-on-one meeting with the superintendent/president immediately after election or appointment, during which a packet of materials is presented and reviewed. This packet includes the Sierra College Board Member Guide, which is a manual of college-specific and general information regarding a trustee's role and responsibilities, and a toolkit with an overview of the Brown Act, Public Records Act, and ethics in public service (IVC9-2, IVC9-3). New board members are strongly encouraged to attend the Effective Trusteeship Workshop provided by the Community College League of California (CCLC) in January, particularly emphasizing classes on the Brown Act and board ethics. Over the course of the several months after a new trustee takes office, the College provides orientation sessions covering the academic, student services, administrative operations, human resources, and other areas of the College. All trustees are encouraged to attend these sessions.

The board participates in program-specific presentations and training as part of its regular meetings. One example is the Collegiality in Action training presented by the Academic Senate of the California Community Colleges and CCLC at the March 13, 2018 board meeting. This training was designed to help districts successfully implement state law and regulations regarding effective participation by faculty, staff and students in district governance (IVC9-4, IVC9-5). Board Members are also encouraged to attend conferences and events that provide professional development such as CCLC Annual Convention and Annual Trustees Conference, and advocacy events such as CCLC Legislative Conference (focused on legislative issues

affecting California Community Colleges) and Capitol to Capitol (pre-event collaboration regarding regional issues, including education, are presented to federal policymakers).

Per Board Policy 2100, the board consists of seven trustees elected from designated trustee areas, with voting at large (IVC9-6). Elections are held every two years, in even-numbered years. To provide continuity of board membership, terms of the trustees are staggered so half the trustees are elected during each election cycle (Areas 1, 2, 5, 6 shall elect trustees in 2018; Areas 3, 4, 7 in 2020). An annual organizational meeting of the board is held within 15 days of the date elected officials take office (IVC9-7, IVC9-8).

Each year the board assesses its orientation and skill-development practices during the board's annual self-evaluation, ensuring that the board's practices are aligned with its policy for trustee education (IVC9-9). Three of the board members have completed the CCLC Excellence in Trusteeship Program, a two-year, intensive training program. The board provides for continuity of board membership and staggered terms of office by way of board policy.

IVC10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The board evaluates its performance annually in accordance with board policy (IVC10-1). The process for the evaluation is outlined in Board Policy 2745 (IVC10-2). The 2018 Trustee Evaluation Instrument includes questions regarding approval and review of College educational programs, the College mission, support of student learning programs/services and improvement of institutional effectiveness and board member participation in seminars, conferences and board retreats (IVC10-3). The 2018 Board Evaluation was reviewed at the September 11, 2018 board meeting and copies of the survey results were distributed to all audience members present and published online (IVC10-4).

The board uses the results of its evaluations to improve the effectiveness of the board. One notable example of this is board orientation and participation in board educational opportunities. The board discussed the need for improvements in its orientation processes and also greater participation in board member training during its 2014 evaluation (IVC10-5, IVC10-6). The board then adopted a goal to "provide expanded opportunities for trustee education and engagement" (IVC10-7). As a result, the trustee orientation process was updated (the process is described in the Standard IV.C.9. response above, orientation agenda), and board members have been more involved in statewide conferences, with three trustees participating in the CCLC Excellence in Trusteeship program. The 2015 board evaluation instrument includes board comments on the improvements in these areas (IVC10-8).

Board evaluations take place prior to annual goal setting, and the evaluation and resulting discussions inform goal development. Areas of discussion in recent years that were then included in goals that led to improvements in academic quality and institutional effectiveness include, among others, expansion of dual enrollment programs benefitting students in the region, development of surplus lands to provide facilities for student learning, increased college visibility, participation, and advocacy that helped with the passage of a general obligation bond,

and focus on excellent education offerings that are aligned with current and future industry needs.

The board evaluates itself according to policy and has used the evaluations to make meaningful improvements to its performance and the quality and effectiveness of the programs and services of the College.

IVC11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of the governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER7)

Through Board Policy 2715, the board maintains high standards of ethical conduct for its members (IVC11-1). Members are responsible to make decisions that advance the mission of the College and ensure equal opportunity for all students; maintain independent judgement unbiased by individual interests; exercise authority as a board; establish policies that uphold appropriate laws and codes; conduct District business in open meetings.

The District's conflict of interest policy is outlined in Board Policy 2710 (IVC11-2). In short, board members and employees shall not be financially interested in any contract made by them in their official capacity; in instances where a board member has what is defined by BP 2710 as a "remote interest," the member shall not vote or debate the matter, and the interest disclosure will be noted in the minutes. Board members are required to complete statements of economic interest, and may be required to disclose income assets, to confirm they do not have a financial interest in the institution (IVC11-3). Those statements show that none of the board members have a personal financial interest in the College, nor do any of the board members have an immediate family member employed by the College. Employees of the District may not be sworn into office as a board member unless he or she resigns as an employee (IVC11-4).

The board reviews its adherence to the conflict of interest policy annually as part of its Board Self-Evaluation (IVC11-5). On the 2018 Self-Evaluation, the board rated itself 4.5 out of 5 with respect to individual members balancing the interest of special interest groups versus the welfare of the District (item Q35). The board keeps the Conflict of Interest Policy in mind when considering District business. At the June 2017 board meeting, for example, board members were offered the chance to participate in an upcoming conference facilitated by the Sacramento Metropolitan Chamber of Commerce. Trustee Scott Leslie abstained due to his employment relationship with the Chamber (IVC11-6). In another example of the stringency with which the board views potential conflicts of interest, during the September 11, 2018 Board meeting, an item was pulled from the Consent Agenda for individual consideration because the last name of the contract's subject and the staff member submitting the contract for review were the same. The Board asked that it be confirmed the employee had no financial interest in the contract before a vote to approve was taken (IVC11-7).

The procedure for handling a charge of trustee misconduct is outlined in Board Policy 2715 (IVC11-1). Should a complaint of trustee misconduct be made, an ad hoc committee of the board will be formed to determine the validity of the complaint. The trustee subject to the complaint

shall have the opportunity present information to the committee. The committee shall make a report of its findings to the governing board for action. If it is determined trustee misconduct has occurred, the board member may be subject to a resolution of censure.

Board members adhere to the board's policies for ethics and conflicts of interest including financial conflicts. Those policies provide for the handling of trustee misconduct should such occur.

IVC12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The board delegates the responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action to the superintendent/president (IVC12-1). This executive responsibility includes advising the board in development and adoption of new policies and reasonable interpretation of existing policies. The board periodically reviews its policies based upon reports from the superintendent/president on the content and effectiveness of the policies in fulfilling the District's mission (IVC12-2).

The board holds the superintendent/president accountable for the operation of the district through its evaluation process. Board Policy 2435 outlines the evaluation policy for the superintendent/president, which occurs at least annually. A few of the items for which the superintendent/president is accountable to the board include planning, organizing and directing the College District; appointment and supervision of all personnel; delegation to staff; providing leadership in planning and evaluating the programs of the College. The board has adopted policy which clarifies its relationship with and expectations of the superintendent/president including empowering the superintendent/president to be "decisive, innovative and creative," not letting relationships with staff "interfere with the chain of command," and "expecting the superintendent/president to keep the board informed through oral and written reports" (IVC12-3).

Information on institutional performance is regularly provided to the board in various forms including personal communications by the superintendent/president and board meeting presentations. The superintendent/president provides a weekly email to the board with information on the programs and operations of the district, with each week focusing on one of the four main areas of operations at the College: Instruction, Student Services, Administrative Services, and Human Resources (IVC12-4, IVC12-5). The board agenda is prepared in consultation with the board president, who is empowered by board policy to "work cooperatively with the superintendent/president in preparation of the [board] agenda" (IVC12-6).

The board of trustees has empowered the superintendent/president to carry forward the mission of the College through execution of the board's policies without interference by the board. Through regular communication and evaluation, the superintendent/president is held accountable for the performance of his duties which encompass the full operations of the District.

IVC13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

The board's role in the accreditation process is delineated in Board Policy 3200 (IVC13-1). As required by BP 3200, the board receives regular updates regarding Accreditation. For the Fall 2019 accreditation cycle, an overview of the process including information about the Institutional Self-Evaluation Report, timeline for preparing, and changes to ACCJC that affect the self-study were reviewed with the board at the March 13, 2018 meeting (IVC13-2). At the September 11, 2018 meeting an overview of the Standards reviewed for the ISER, the requirements for the QFE and the methods through which the board could participate in the accreditation process were discussed (IVC13-3).

The board members participated in a review of each section of this institutional self-evaluation, asking questions and providing input, with particular focus on the evaluation of board roles and responsibilities (IVC13-3, IVC13-4, IVC13-5).

The board is kept informed about the College's accredited status. At the February 18, 2014 meeting, the board was advised that an action letter had been issued by ACCJC at the conclusion of the Fall 2013 accreditation cycle (IVC13-6). Progress reports were given regularly to the board as the District worked to correct the deficiencies and the board received and reviewed the District's Follow-Up Report for ACCJC at the October 14, 2014 meeting (IVC13-7). During the February 10, 2015 meeting, the superintendent/president shared ACCJC's decision to fully affirm the College's accreditation during his report to the board (IVC13-8).

Standard IVC Evidence

IVC1-1	BP 2010 Board Membership
IVC1-2	BP 2015 Student Member
IVC1-3	BP 2200 Duties Responsibilities Board
IVC1-4	Trustees Webpage
IVC1-5	BP 1200 Mission
IVC1-6	BP 2410 Board Policies Administrative Procedures
IVC1-7	BP 2510 Participation In Decision Making
IVC1-8	BOT Minutes 20171010
IVC1-9	BOT Minutes 20171212
IVC1-10	BOT Minutes 20180109
IVC1-11	BOT Minutes 20180213
IVC1-12	BP 2710 Conflict Of Interest
IVC1-13	BP 3225 Institutional Effectiveness
IVC1-14	BP 3250 Institutional Planning
IVC1-15	Board Policy Index
IVC1-16	BP 4020 Program Curriculum Development
IVC1-17	BP 4021 Program Vitality
IVC1-18	BP 6250 Budget Management

2019

Quality Focus Essay

SIERRA COLLEGE

Quality Focus Essay

Three events at Sierra College paved the way for the Quality Focus Essay's (QFE) chosen topic:

1. Like many colleges, Student Learning Outcomes (SLO) assessment was not widely embraced by faculty or staff but seen as a tolerated requirement—necessary, but not necessarily important or useful. After receiving a Warning in the 2013 accreditation cycle, Sierra College faculty—with the support of college leadership—sought to revitalize student learning assessment and develop a process that encouraged meaningful assessment and promoted its utility in developing college courses and programs.

2. In 2015, after an internal examination of key equity planning documents and a deeper look into the institution's disaggregated data, Sierra College realized that it was underserving its students and there were equity gaps for underrepresented student populations. Large equity gaps exist in important performance indicators, such as course success rates and completion of transfer-level math. Of students whose goal was a degree or transfer, only 3% had completed thirty units at the end of their first year. Additionally, after six years, less than 40% of those students had actually received a degree or transferred.

3. Also in 2015, the College convened a task force comprised of faculty, classified staff, and managers charged with recommending ways to increase student success across the district: the task force on Reengineering Sierra College for Student Success (R4S). Recommendations for institutional change included adopting a guided pathways framework. Additionally, the R4S Task Force recognized that large-scale institutional change must incorporate professional development. A separate workgroup, the Professional Development Task Force, was formed in Fall 2016. Its recommendations included the following:

    -   Ensure that professional development all across the institution is informed by data and responds to evidence of student learning.
    -   Improve engagement of part-time faculty in professional development opportunities.
    -   Increase the focus on professional development focused on equity in the learning environment.
    -   Develop clear professional development plans for groups (faculty, classified, management) with appropriate incentives.

The focus of this QFE reflects the College's experience with equity and assessment challenges and the findings and recommendations of Reengineering Sierra College for Student Success (R4S) and the Professional Development Task Force.

QFE Focus

In addition to the importance of professional development, the College's QFE topic was chosen for its potential impact on improving student learning and student achievement. The topic of the QFE is as follows:

Implement a professional development program that increases the effectiveness of faculty in order to equitize student achievement and build competencies related to meaningful assessment.

The remainder of this essay will discuss the issues surrounding equity and assessment as it relates to student success. It will outline a multi-year professional development program that will demonstrate Sierra College's commitment to ensuring the effectiveness of its faculty to help students achieve their educational goals.

Background: The Intersection of Equity and Assessment

Equity Gaps

Reducing inequities in educational attainment among disparately impacted student populations requires deliberate and explicit effort. Sierra College has identified equity as a top institutional priority as part of its re-engineering and guided pathways effort to improve overall student success. Recently, the institution has adopted a stated goal of reducing equity gaps by 40% in the next five years. Other identified goals are as follows:

- Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four-year colleges and universities while maintaining high levels of academic integrity.
- Identify and close success and equity gaps amongst underserved and/or historically-underrepresented student populations.
- Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

Assessment

In 2002, two influential statewide initiatives changed the educational landscape for all components of higher education in California Community Colleges. The new ACCJC-WASC Accreditation Standards and the California Master Plan for Education both incorporated expectations for 1) student learning outcomes and 2) assessment plans in every course and program in California Community Colleges.

Rather than seeing outcomes and assessment as pedagogical tools to gather evidence to improve student learning, faculty view assessment work as a compliance mandate for maintaining accreditation status by the ACCJC. Because of this strong connection to externally imposed accreditation, assessment practices are commonly perceived to have little to no value.

Since 2014, Sierra College has required planning and assessment departmental activities during its Flex week. Below is information from the Spring 2018 Participation Report:

- 86% assessment participation for 2014-2017
- 35 programs 90%+ courses assessed
- 11 programs 70%-89% courses assessed
- 16 programs <70% courses assessed

While the data indicates satisfactory participation by departments in assessment activities, qualitative feedback from faculty indicates that widespread use of assessment results are not meaningfully used for improvement of teaching and learning and closing the success equity gaps. Reasons that inhibit meaningful assessment include: 1) the College's assessment management system lacks the ability to provide individual faculty useful reports to monitor student success by disaggregating student data, 2) the current system does not push data out to programs or individual faculty, 3) assessment data is incomplete and/or disconnected to teaching and learning, and 4) faculty do not know how to interpret/use assessment data.

Rationale for Equity and Assessment Professional Development

Equity-mindedness in education acknowledges "policies and practices contributing to disparities in educational achievement and abstains from blaming students for those accumulated disparities" (Bensimon, Dowd, & Witham, 2016). Microaggressions and racial climate can create a hostile environment for underrepresented students that adversely impact their academic success (Solórzano, Ceja, & Yosso, 2000). Another identified barrier to academic success is stereotype threat, which is a preconceived assumption of an action or ability based on race (Steele & Aronson, 1995). Faculty professional development focused on creating a learning environment that utilizes an equity mindset, as well as trainings addressing how microaggressions and biases negatively affect student success will help to improve student learning and achievement.

Effective assessment is one of the tools faculty can use to equitize and improve student learning. However, many faculty members are discipline experts and, therefore, not necessarily trained as experts in educational assessment. The College believes that faculty would participate in Student Learning Outcomes (SLO) assessment as a tool to equitize and improve student learning if professional opportunities to learn about the pedagogical/andragogical value of assessment were available. Research shows that when faculty use best practices in assessment it not only provides the most reliable method of gathering evidence and responding to emerging student needs, it improves the effectiveness of course design creating inclusive and equitable learning environments closing equity gaps and improving overall success rates (Winkelmes, 2016; Winkelmes et al., 2016; National Institute for Learning Outcomes Assessment, 2016).

The next section will outline an action plan to develop an intentional professional development program that will increase the effectiveness of faculty to create an inclusive and equitable learning environment and build meaningful assessments.

Action Plan

The action plan describes designing a multi-phase professional development program, including identifying and securing resources for the training. Included are goals of the proposed program, strategies, phases and timeline for completion, and a list of needed resources.

Goals

- Foster and support a culture of reflection and learning in which faculty regularly engage in professional development.
- Decrease success gaps for equity populations.
- Improve the meaningfulness of assessment practices.
- Improve student success rates.

Strategy

Implement a professional development training that helps faculty to

- develop and implement practices reflecting an equity mindset,
- develop intentionally designed courses using best practices in assessment including, backwards design, and use assessment data to inform instructional practices.

Phases and Timeline

Phase 1: Pre-Development – Fall 2018-Spring 2019

- Develop essential competencies and performance indicators in the areas of equity and assessment. Performance indicators will serve as evidence of learning and be essential in measuring the effectiveness of professional development trainings.
- Develop a process that uses outcome assessment results to inform what faculty training is needed. A new assessment management system should include on-demand resources and easy-to-access third-party training.
- Develop a statement of trust between administration and faculty that seeks to ensure the authentic use of assessment by identifying it categorically as tool to improve educational effectiveness.

Phase 2: Develop Trainings – Spring 2019-Fall 2020

When creating a professional development program, the action plan's goals and what medium would best serve the needs of both part-time and full-time faculty will be taken into consideration. Some possible models to consider are the semester and/or year-long institute model, a certificate model, and stand-alone courses, as well as offering trainings both on-ground and online.

For assessment, a possible training would be to develop a Meaningful and Equitable Assessments Certificate awarded to participants who successfully complete a specific series of courses.

For equity, two possible trainings to increase the utilization of an equity mindset in the learning environment are the equity training certificate model which offers a low-stakes, high impact equity training model for part-time and full-time faculty. Or the equity institute model could be a possible training and could consist of a semester-long institute that provides in-depth training in developing an equity-minded learning environment. In either of these trainings, the goals would be for faculty to engage in curriculum transformation, deconstruct unconscious bias, and promote respectful educational exchange.

Phase 3: Implementation and Evaluation – Fall 2020-Spring 2023

The implementation and evaluation of the professional development program should take place concurrently and continuously. Outcomes of the professional development program will be assessed in the following ways:

- Use the performance indicators as evidence of learning proficiency in the areas of equity and assessment.
- Assess proficiency using both faculty and student surveys along with success and retention rates (e.g., TILT survey).

Resources
The specific training plans are in development and, as of the date of writing, somewhat flexible. Sierra College has made a commitment to ongoing increases in professional development in order to improve student outcomes and reduce achievement gaps. Specific requests for resources will follow the normal Sierra College Planning and Budget Allocation Process.

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Appendix A - Acronyms

4CS	California Community Colleges Classified Senate
A&R	Admissions and Records
ACCCA	Association of California Community Colleges
ASCCC	Academic Senate for California Community Colleges
ASSC	Associated Students of Sierra College
BOG	Board of Governors
BOT	Board of Trustees
BSI	Basic Skills Initiative
CACT	Center for Applied Competitive Technologies
CCCCO	California Community Colleges Chancellor's Office
CCEBT	Community College Employee Benefit Trust
CCLC	California College League of California
COLA	Cost of Living Adjustment
CTE	Career Technical Education
DLIT	Distance Learning/Instructional Technology Committee
DSPS	Disabled Students Programs and Services
EEO	Equal Employment Opportunity
EOPS	Extended Opportunity Programs and Services
EP&S	Educational Programs and Services
ePAR	Electronic Program Assessment and Review
ERP	Enterprise Resource Planning
ESL	English as a Second Language
FACCC	Faculty Association for California Community Colleges
FAFSA	Free Application for Federal Student Aid
FERC	Faculty Employee's Reclassification Committee
FERPA	Family Educational Rights Privacy Act
FPD	Faculty Professional Development Committee

FTEC	Full-time Equivalent Classified
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
FUSE	Federation of United School Employees
HR	Human Resources
ICT	Incident Command Team
IGETC	Intersegmental General Education Transfer Curriculum
IIT	Information and Instructional Technology
ILP	Independent Learning Program – Math
ISW	Instructional Skills Workshop
LMS	Learning Management System
LRACCC	Learning Resource Association of California Community Colleges
LRC	Learning Resource Center
MINT	Mutual Interests Negotiating Team
MIS	Management Information System
NCC	Nevada County Campus
NFA	New Faculty Academy
PARAC	Planning and Resource Allocation Committee
PCOE	Placer County Office of Education
PCOED	Placer County Office of Economic Development
PEAC	Presidential Equity Advisory Committee
PFE	Partnership for Excellence
POD	Professional and Organizational Development
R4S	Reengineering Sierra College for Student Success
SC4	Sierra College Communication, Creativity, Culture and Collaboration Training
SCFA	Sierra College Faculty Association
SCIBT	Sierra College Interest-Based Training
SCLI	Sierra College Leadership Institute

SCMA	Sierra College Management Association
SCOPE	Sierra College Orientation Process for Employees
SOS	Sierra Online Summit
SSSP	Student Success and Support Program (people refer to this as "triple S P")
STI	Scholarship of Teaching Institute
The HUB	One-stop center for student resources (NOTE: Technically not an acronym.)
TT	Tahoe-Truckee Campus
VPAS	Vice President of Administrative Services
VPHR	Vice President of Human Resources
VPI	Vice President of Instruction
VPSS	Vice President of Student Services
WebCMS	Web-based Course Management System