

Follow-Up Report

Submitted by
Sierra Community College District
5000 Rocklin Road, Rocklin, CA 95677

To The

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

October 2014

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Certification of the Follow-Up Report

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

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

This report is submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) in fulfillment of the requirement for a Follow-Up Report for the purpose of removal from Warning issued to Sierra Community College District.

We certify that there was broad participation by the campus community, and we believe that the Follow-Up Report accurately reflects fulfillment of the recommendations as required by the ACCJC.

Signatures:

William H. Duncan, IV	Superintendent/President	Date
Bill Halldin	President, Board of Trustees	Date
Jane Haproff	President, Academic Senate	Date
Ryan Goodpastor	President, Classified Senate	Date
Thor Tivol	President, Management Senate	Date
Leslie A. Ramirez	President, Associated Students of Sierra	Date
Debra Sutphen	VP Instruction: Accreditation Liaison Officer	Date

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Report Preparation

Immediately following the site evaluation team's visit to Sierra College, the Academic Senate's leadership conveyed the seriousness of the recommendations to the Senate at large and discussed the Senate's responsibility in addressing the concerns [\[1.1A 1.2L\]](#). Within days of the visit the Academic Senate's executive team met with Debra Sutphen, Vice President of Instruction and ALO, to strategize ways to address the deficiencies noted by the visiting team. Subsequent to that meeting, Sutphen convened a group of college community representatives to seek their participation on a newly formed Accreditation Steering Committee.

The Accreditation Steering Committee (ASC) 2019 members:

- Jane Haproff, Academic Senate President
- Jane Hemmerling, Education Effectiveness/Accreditation Coordinator
- Rebecca Bocchicchio, Dean, Liberal Arts
- Johnnie Terry, Educational Policy and Information Coordinator
- Aimee Myers, Curriculum Chair
- Beth Ervin, Coordinator, The Hub (Student Success)
- Sue Michaels, Director, Marketing
- Tosh Campanella, Multimedia Graphics Specialist, Marketing
- Mandy Davies, Vice President, Student Services
- Chris Yatooma, Vice President, Administrative Services
- Vernon Martin, Faculty, SLO Task Force
- Christy Magnani, Faculty, SLO Task Force
- Sonia Klenner, Faculty, SLO Task Force
- Soni Verma, Faculty, SLO Task Force
- Erik Cooper, Dean, Research, Planning and Resource Development
- Jason File, Faculty, SLO Technician
- Roberta McKinney, Executive Secretary, Instruction
- Debra Sutphen, Vice President, Instruction and ALO

Members of the ASC 2019 were assigned specific tasks associated with bringing the college into compliance with each of the recommendations received from ACCJC. A matrix worksheet was created to identify and track tasks, establish due dates, and maintain coordination. Meetings were held regularly to assess progress on deliverables. The ASC 2019 Chair, Debra Sutphen, maintained the matrix to monitor the committee's progress and Jane Hemmerling (ASC 2019 member) volunteered to draft the follow-up report using the committee's work as evidence.

A first draft of the follow-up report was provided to the committee members in late May, 2014. At that time a subgroup of the ASC 2019 was organized and resourced to work through the summer to ensure completion of all of ACCJC's recommendations and to inform the report writing process.

The summer workgroup consisted of the following:

- Christy Magnani, SLO Taskforce
- Vernon Martin, SLO Taskforce
- Jane Hemmerling, Education Effectiveness/Accreditation Coordinator
- Sonia Klenner, SLO Task Force
- Tosh Campanella, Multimedia Graphics Specialist, Marketing
- Jason File, SLO Technician

And was aided by:

- Ninette Dollesin, Instruction Office Research Analyst
- Kara Rodriguez, Instruction Office Curriculum Administrative Assistant

This summer work group provided regular updates to the executive team and contributed content for the draft report. A primary function of their work included the evaluation of software programs that would fit the college's planning, resource allocation, and SLO needs. Additionally, the work group met over the course of 10 weeks to conceptualize and build the SLO website. The tasks completed by this work group largely informed the writing process.

The original draft of the follow-up report prepared by Jane Hemmerling was completed by a subgroup of the ASC 2019: Christy Magnani, Vernon Martin, Jane Haproff, Debra Sutphen, and Rebecca Bocchicchio. All members of the ASC 2019, as well as the college president, suggested edits. A final draft of the follow-up report was sent in mid-September to each of the college's senate presidents (faculty, classified staff, students, and managers) and to Bill Halldin, President, Board of Trustees, for distribution to their respective constituents with a two-week time period for review and comment. The completed final report was provided to the Board of Trustees for their approval on October 14 and made available to the college community and the public via Sierra's website on October 15.

In short, the follow-up report and its accompanying evidence was developed and assembled by members of the ASC 2019 comprised of faculty, classified staff, and managers. The report was disseminated to the college community for suggested comments and edits; from February through October 2014 updates on the status of the report were provided by the college's ALO at each meeting of the college's primary shared governance structures—PARAC and Strategic Council—as well as to the Board of Trustees. Finally, the report was vetted and approved by the college's president and Board of Trustees. This document is the product of many minds and hands, all working together in the interest of securing Sierra College's full accreditation for another six years.

Response to the Commission Action Letter

Introduction

Following the October 2013 site team visit, Vice President of Instruction Deb Sutphen convened an expanded Accreditation Steering Committee to work on addressing the recommendations from the October 2013 Site Visit Evaluation Report and to initiate the college's efforts to permanently incorporate the accreditation standards into the college's planning and resource allocation processes. The original small committee has been expanded to include additional faculty, the college's Marketing and website development departments, and the college's three senior vice presidents (Student Services, Administrative Services, and Instruction). The new, expanded membership includes:

Deb Sutphen	VP Instruction/ALO
Mandy Davies	VP Student Services
Jane Haproff	Academic Senate President
Jane Hemmerling	Education Effectiveness/Accreditation Coordinator, Academic Senate
Johnnie Terry	Educational Policy and Information Coordinator, Academic Senate
Beth Ervin	Student Center Coordinator, HUB
Denise Bushnell	Professor, Computer Information, CTE Chair
Aimee Myers	Professor of History, Chair, Curriculum Committee
Erik Cooper	Dean of Research, Planning and Resource Development
Sue Michaels	Director of Marketing and Public Information Officer
Tosh Campanella	Multimedia Graphics Specialist, Marketing
Rebecca Bocchicchio	Dean, Liberal Arts Division
Chris Yatooma	Vice President, Administrative Services
Roberta McKinney	Executive Secretary, Office of Instruction

Expanding even further, the members of the newly formed SLO Task Force (explained below) were added to the Accreditation Steering Committee as Ad Hoc members, and include:

Sonia Klenner	Assistant Professor Nutrition/Sciences and Math Division
Christy Magnani	Professor Business/Business and Technology Division
Vernon Martin	Professor Philosophy/Liberal Arts Division
Soni Verma	Professor Psychology/Liberal Arts Division
Jason File (data tech)	Adjunct Professor Humanities/Liberal Arts Division

The college also established an Education Effectiveness/Accreditation Coordinator (EEAC) supported by 60% re-assigned time. This coordinator works to support the SLO Taskforce and is a liaison to the Academic Senate, the Accreditation Steering Committee, and the VPI/ALO on SLO compliance. The EEAC attends regional and statewide workshops on SLOs and is charged with communicating best practices in institutionalizing accreditation standards.

At its January 30, 2014 meeting, the Accreditation Steering Committee devised a new approach to accreditation. This committee's work is ongoing, focusing on institutionalizing accreditation standards in the daily operations of the college. At Sierra College, meeting the accreditation standards will no longer be something the college prepares to address every few years but rather an ongoing, integrated part of the college's planning, governance, and total operations.

Recommendation 1.1

Complete SLOs for all active courses and programs.

PROGRESS AND ANALYSIS

THIS RECOMMENDATION IS COMPLETED.

After the ACCJC site visit in October 2013, Sierra College began immediately to address deficiencies in the area of Student Learning Outcomes. As the Visiting Team noted in their report, the Academic Senate needed to take a stronger leadership role going forward to help accelerate the institutionalization of SLOs district-wide. This has occurred. Subsequent discussions in the Academic Senate on October 30, 2013 and November 6, 2013 demonstrated urgency for faculty to begin work defining SLOs even before the fall 2013 semester ended in mid-December [[1.1A](#), [1.1B](#)]. As a result, the District negotiated with the Sierra College Faculty Association (SCFA) a paid workday for full-time faculty to address SLO deficiencies for all active courses and programs at the college [[1.1C](#)].

The Academic Senate formed an ad-hoc Student Learning Committee that was provided additional resources by the District to plan and lead the efforts for the workday of Dec 13, 2013 [[1.1D](#), [1.1E](#)]. The Student Learning Committee was comprised of the following faculty:

Brenna Chapman	Professor Art History/Liberal Arts Division
Kent Fortin	Professor English/Liberal Arts Division
Donna Knifong	Professor Communication Studies/Liberal Arts Division
Vernon Martin	Professor Philosophy/Liberal Arts Division
Aimee Myers	Professor History/Liberal Arts Division
Christy Magnani	Professor Business/Business and Technology Division
Soni Verma	Professor Psychology/Liberal Arts Division
Jane S. Viemeister	Professor Music/Liberal Arts Division

On the December 13th workday, 136 faculty representing all college departments and programs completed the following:

- Reviewed existing Course Student Learning Outcomes (CSLOs) and Program Student Learning Outcomes (PSLOs)
- Wrote CSLOs for all courses
- Created PSLOs for all college programs
- Mapped CSLOs to associated PSLOs
- Created three-year department and program assessment plans
- Scheduled a three-year cycle in which to complete CSLO and PLSO assessments
- Reviewed how to use the Student Learning Assessment Summary (SLAS) form to complete the assessment process for SLOs

In January 2014 the Office of Instruction, in concert with the Academic Senate, formed and resourced a new SLO Taskforce, charged to meet ACCJC accreditation standards and to formalize SLO and assessment processes across all levels of the institution. [[1.1F](#), [1.1G](#)]. The SLO Taskforce is comprised of the following four faculty leaders:

Sonia Klenner	Assistant Professor Nutrition/Sciences and Math Division
Christy Magnani	Professor Business/Business and Technology Division
Vernon Martin	Professor Philosophy/Liberal Arts Division
Soni Verma	Professor Psychology/Liberal Arts Division

Upon reviewing the workday results, the Taskforce recognized a need to create additional PSLOs for those departments with multiple degrees and certificates. From spring to fall 2014 the SLO Taskforce worked with departments campus-wide to distinguish those programs with general program outcomes from programs that have more than one degree and certificate that require a separate set of outcomes [1.1H]. The SLO Taskforce developed comprehensive forms mapping PSLOs to ISLOs [1.1I]. Subsequently, the SLO Taskforce developed a SLO Mapping and Planning Spreadsheet form for each program to capture program, degree, and certificate outcomes [1.1J]. Utilizing the spreadsheet the SLO Taskforce worked with department chairs to align (i.e. map) CSLOs to PSLOs to ISLOs (Institutional Student Learning Outcomes).

During the fall 2014 Department Chairs' Meeting, the SLO Taskforce communicated to department chairs the following processes for maintaining ongoing accuracy and completeness for course and program SLOs [1.1K]:

- SLO Assistants (designated SLO Taskforce members) send the SLO Spreadsheet which includes all active CSLOs and PSLOs to their respective program chairs.
- Each term during District-wide Planning and Assessment Day, departments review the SLO spreadsheet, make changes to CSLOs and PSLOs, and forward them to their associated SLO Assistant by the term Census date.
- SLO Assistants review changes, and make updates to the master spreadsheet.
- Updated CSLOs and PSLOs are forwarded by SLO Assistants to personnel responsible for making changes to Banner, TracDat, and the SLO website.

Following ACCJC Standards, the Taskforce recommended to the Curriculum Committee a process to include CSLOs in the Course Outline of Record. The Curriculum Committee added a new form to the curriculum development process through Web CMS to ensure that each new course has CSLOs defined by faculty experts at the time of course inception. For new and existing courses, changed CSLOs are forwarded from the Curriculum Committee to the SLO Taskforce [1.1L, 1.1M, 1.1N].

Fall 2014 SLO data for courses and programs

- 100% of courses with CSLOs [1.1O]
- 97% of programs with PSLOs [1.1P]

The above actions demonstrate that two primary areas of the SLO rubric have been achieved. Student Learning Outcomes for all active courses, programs, certificates and degrees are complete, and CSLOs are aligned with degree Student Learning Outcomes, which are aligned with Institutional Student Learning Outcomes. These processes now complete a comprehensive institutional framework making it possible to integrate and sustain SLOs into the assessment process.

Recommendation 1.2

Accelerate the process for completing and institutionalizing SLO assessment at the course, program, and institutional levels.

PROGRESS AND ANALYSIS

THIS RECOMMENDATION IS COMPLETED.

As part of Sierra College's efforts to accelerate institutionalization of SLOs and their use in promoting student learning, the SLO Taskforce has continued to be resourced by the Instruction Office through fall and spring of 2014-15.

According to the ACCJC Rubric for Institutional Effectiveness, college proficiency for SLOs is characterized by "widespread dialogue about assessment results and identification of gaps." The following actions demonstrate proficiency in this area:

- **Planning and Assessment Day.** Fall 2013, the college implemented a campus-wide Planning and Assessment Day—set as every Tuesday during professional development/flex weeks. 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 [[1.2A](#), [1.2B](#), [1.2C](#), [1.2D](#)].
- **Pay for part-time instructors to participate in P&A Day.** Because some courses are taught by adjuncts rather than full-time faculty, the District and SCFA created an MOU that established ongoing remuneration to part-time faculty each term for planning and assessment activities beyond their regular flex pay to encourage participation in these meetings and discussions [see [1.1C](#), [1.2E](#), [1.2F](#)].
- **Expansion of Steering Committee.** To meet proficiency, the Accreditation Steering Committee was expanded to include the SLO Taskforce (as discussed above) in order to identify gaps in and problems with the assessment and reporting process.
- **Approval of Assessment Cycle.** Senate discussed and approved the assessment cycle including performance measurements for the SLAS form which includes performance measurements of "Mastery," "Proficient," and "Unsatisfactory" [[1.2G](#)].
- **Modification of Program Review Process.** In spring 2014, the SLO Taskforce met with the chair of the Program Review Committee to discuss how to best connect outcome results with resource allocation. Consequently, the program review process was modified to connect Program Review to resource allocation requests using the ePAR process. This change necessitated widespread discussion throughout the shared governance processes of PARAC, Strategic Council, and in the Faculty Prioritization Workgroup [[1.2H](#), [1.2I](#), [1.2J](#)].
- **ISLO Assessment Committee.** In fall of 2014 the SLO Taskforce recommended to the VPI and to the Accreditation Steering Committee the creation of an ISLO assessment committee. The ISLO Assessment Committee incorporates widespread assessment dialogue by including at least one faculty representative from each academic division, student services, SLO Coordinator, Dean of Planning, Research and Resource Development, and an administrator. The ISLO Assessment Committee in

coordination with the SLO Coordinator (see Actionable Improvement Plan below) will convene biannually to discuss and analyze the results of ISLO measurements and data. Results and action recommendations will be presented by the Dean of Planning, Research and Resource Development annually at a campus-wide forum and to Strategic Council.

According to the ACCJC Rubric for Institutional Effectiveness, college proficiency for SLOs is characterized by “comprehensive assessment reports exist and are completed and updated on a regular basis.” The following actions demonstrate proficiency in this area:

- **Planning and Assessment Day.** During each term’s Planning and Assessment Day, full-time and part-time faculty in instruction and student services are charged with the following tasks: (1) update SLOs, analyze SLO assessment results, identify gaps and improvement plans, (2) update department resource requests and how they may relate to SLO assessment [see [1.2B](#), [1.2C](#)].
- **Increased faculty access to TracDat.** Academic Senate requested that TracDat be made accessible to all faculty to ensure efficient reporting of SLO data. This request was granted and faculty were offered TracDat training by the Dean of Research, Planning and Resource Development, Erik Cooper [[1.2K](#), [1.2L](#)].
- **Department Chair Duties.** Spring 2014 the District negotiated new contract language in the Department chair article of the faculty collective bargaining agreement to add two new department chair responsibilities: (1) “Organize and facilitate Planning and Assessment Day activities,” and (2) “Facilitate the discussion, analysis, and reporting of program/course outcomes.” These components of department chair responsibilities are now part of the criteria upon which department chairs are evaluated [[1.2M](#), see [1.2D](#)].
- **SLAS Form.** In Spring 2014, the SLO Taskforce created a Student Learning Assessment Summary (SLAS) form. Individual faculty use the SLAS form to collect results from assessed CSLOs and PSLOs and analyze assessment results in preparation for department-wide dialogue during Planning and Assessment Day [[1.2N](#)]. The SLAS form includes the following components:
 - (1) Performance measurements of “Mastery,” “Proficient,” “Unsatisfactory.” This systemizing of achievement levels creates a framework for college-wide discussion of SLO assessments and assessment data can be reported more consistently across the disciplines.
 - (2) Questions that prompt faculty to determine whether or how assessment results integrate into planning and resource allocation requests through ePAR in TracDat.
 - (3) Actions to improve student learning.
 - (4) A scheduled due date – completed SLAS forms are forwarded to SLO Assistant by the term Census date [[1.2O](#)].
- **DAA form.** Spring 2014 the SLO Taskforce created a Department Assessment Analysis (DAA) form used to capture the meaning of the assessment for the program [[1.2P](#)]. The DAA form captures the following:
 - (1) Department faculty dialogue

- (2) Priorities for improvement
 - (3) Agreed upon allocation of resource requests to improve student learning
 - (4) Action plan and timeline
 - (5) A scheduled due date – completed DAA forms are forwarded to SLO Assistant by the term Census date [see [1.2O](#)]
- **Assessment Communication Plan.** An assessment communication plan is created by the SLO Taskforce, which includes the VPI sending out an all-faculty email that
 - (1) describes the process to faculty of what will happen with the updated SLO Mapping and Planning Spreadsheet, SLAS and DAA forms after they are sent to their SLO Assistant, and
 - (2) informs all faculty about the location of SLO reports [[1.2Q](#)].
 - **SLO data in TracDat and website.** Assessment results and reports (SLO Spreadsheet updates, SLAS data, and DAA forms) are entered into our SLO/ePAR request database (currently TracDat) by our SLO/TracDat technician, as well as published/updated on the newly created [Sierra College SLO Assessment and Accreditation website](#) through Marketing staff.
 - **Institutional Assessment Cycle.** The SLO Taskforce created an assessment cycle for the institution [[1.2R](#)]. The assessment cycle utilizes the SLO Master Spreadsheet to plan assessments and record when assessments are completed. All program outcomes and courses will be assessed within a three year cycle. The SLO cycle was approved by Academic Senate on September 24, 2014 and includes the process and timeline for SLO assessment, evaluation and planning based on results [[1.2S](#)].
 - **Assessment Guidebook.** The SLO Taskforce developed an Assessment Guidebook to use as resource for Sierra College faculty, staff and administrators. It is designed to:
 - (1) facilitate understanding of the assessment process at Sierra College;
 - (2) provide resources to fulfill assessment requirements; and
 - (3) use assessment practices to improve institutional effectiveness [see [1.2R](#)].
 - **Changes to Program Review Process.** In spring 2014 the Program Review Committee recommended changes to the program review process to further institutionalize SLOs. The committee changed the forms to ask departments to specifically identify which CSLOs have been assessed, to include the criteria for evaluation, and to analyze the results of those assessments. It also requires accountability for the program's status of SLO assessments and results. These changes to Program Review are designed to be a reference tool to connect student learning assessment to institutionalized decision-making and planning [[1.2T](#), [1.2U](#)].
 - **ISLO Assessment Process.** At the recommendation of the SLO Taskforce the VPI and the Accreditation Steering Committee initiated the formation of an ISLO assessment committee. This committee was tasked with developing a process, an action plan, and a reporting structure to evaluate institutional effectiveness. Both instructional and non-instructional areas will use the ISLO assessment process to evaluate student learning and the delivery of student services [[1.2V](#)].

- **SLO Assessment Database.** The SLO Taskforce identified the limitations of using TracDat and WebCMS for assessment processes. To solve these issues during spring 2014 and summer 2014, members of the Accreditation Steering Committee and the SLO Taskforce explored several commercial curriculum and SLO database products. The teams were provided demonstrations of eLumen, TK20, CurricUNET, and others. On June 18, 2014 SLO Taskforce members Christy Magnani and Vernon Martin traveled to Cabrillo College and met with Cabrillo College SLO Coordinator, Marci Alanraig to see firsthand whether the most promising product, CurricUNET, functioned in practice as well as it displayed in the sales demonstration. It did not. In response we are currently working with Canvas/Instructure to develop a custom database that will serve our particular needs as we have designed the assessment process (see Actionable Improvement Plan below) [[1.2W](#)].

Fall 2014 SLO Assessment Data

- 50% of courses assessed within the past 3 years [[1.2X](#)]
- 88% of programs with three year assessment plans [[1.2Y](#)]

The above actions demonstrate proficiency in two primary areas of the SLO rubric. Sierra College has significantly accelerated the process for completing and institutionalizing SLO assessment at the course, program, and institutional levels. These processes now complete a comprehensive and sustainable plan for gathering and assessing SLO reports on a regular basis, and to ensure widespread institutional dialogue for the purposes of improving student learning and effective delivery of student services.

Action Improvement Plans

According to the ACCJC Manual for Institutional Self Evaluation of Education Quality and Institutional Effectiveness, “Continuous quality improvement is a hallmark of institutional effectiveness.... The commission expects the institution to identify goals related to areas that require change and decide on the action required to meet these goals. The institution should include the required actions in improvement plans.”

- To support continuous quality improvement and sustainable institutionalization of SLOs at the college, in fall 2014, the SLO Taskforce recommended to Academic Senate and the VPI that the college reinstate an SLO Coordinator position. This change will be implemented in spring 2015.
- The SLO Coordinator will receive re-assigned time each semester to perform the following duties and responsibilities:
 - Chair the SLO Committee, consisting of three resourced faculty in addition to the chair
 - Coordinate ISLO assessments in conjunction with the ISLO Assessment Committee
 - Assist faculty in writing of SLOs
 - Assist departments in the analysis of SLO results, looking for trends and emerging issues
 - Regularly update Assessment Guidebook
 - Provide training for best practices in SLO assessment

- Work with program chairs in designing 3-year assessment plans
- To establish a sustainable ISLO process, the ISLO Assessment Committee must appoint members consistent with the above referenced membership structure. In addition, ISLO assessment rubrics, forms and surveys need to be developed.
 - The ISLO Assessment Committee, in coordination with the SLO Coordinator and Dean of Planning, Research and Resource Development, will develop biannual committee meeting schedules and deliver an annual report to Strategic Council.
- To establish a functional SLO management system, the college is developing a custom database currently in cooperation with Canvas/Instructure [see [1.2W](#)].
- To improve student success the SLO Taskforce will collaborate with newly adopted early alert program, Starfish, to combine outcome assessment data with student success plans.

Recommendation 1.3

Systematically integrate the results of student learning assessments into the institutional planning and resource allocation processes in order to improve student learning.

PROGRESS AND ANALYSIS

THIS RECOMMENDATION IS COMPLETED.

According to the ACCJC Rubric for Institutional Effectiveness, college proficiency for SLOs is characterized by “decision-making that includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning,” and “appropriate resources continue to be allocated and fine-tuned.” The following actions demonstrate proficiency in this area:

- **SLAS form.** Spring 2014 the SLO Taskforce created a Student Learning Assessment Summary (SLAS) form. Individual faculty use the SLAS form to collect results from assessed CSLOs and PSLOs, and analyze assessment results. These results prompt faculty to determine whether or how assessment results integrate into planning and resource allocation requests through ePAR in TracDat.
- **TracDat modifications.** TracDat was modified to connect ePAR justifications to either an SLO assessment or Program Review [[1.3A](#)].
- **SLOs more integrated into Program Review.** The Program Review process evaluates the “currency” of a program on whether or not it has assessed its courses regularly and whether or not action has been taken based on the evaluation of SLO assessment results. Effective evaluation of SLO assessment consists of approximately 37% of the total score - one of the heaviest weighted elements in program review [see [1.2 U](#)].
- **Modifications to Program Review Form.** Fall 2014, the Program Review committee added fields in the Program Review form to record which CSLOs have been assessed, the criteria for assessments, and faculty analysis of assessment results [see [1.2T](#)].
- **Changes to PARAC Rubric.** PARAC (Planning and Resource Allocation Committee) -- the college’s primary budget and resource allocation committee -- analyzes the relationship of SLO assessment results to budget decisions utilizing a newly created field in the PARAC Rubric [[1.3B](#)].
- **Assessments integration into Faculty Prioritization.** Faculty Prioritization Workgroup added SLO assessment results as one criteria for consideration when allocating resources for new faculty hires where applicable [[1.3C](#)].
- **ISLO Assessment Committee.** The ISLO Assessment Committee, in coordination with the SLO Coordinator (see Actionable Improvement Plan above), will convene biannually to discuss and analyze the results of ISLO measurements and data. These results and action recommendations will be presented to Strategic Council by the Dean of Planning, Research and Resource Development on an annual basis to assist in institutional resource allocation [see [1.2R](#)].

The above actions demonstrate proficiency in two primary areas of the SLO rubric noted above. Sierra College has integrated sustainable decision-making processes that include dialogue on the results of assessments to fine-tune and allocate appropriate resources.

Recommendation 1.4

Ensure that the student learning outcomes for courses are included in the course syllabus and that program-level outcomes are intentionally provided to current and prospective students.

PROGRESS AND ANALYSIS

THIS RECOMMENDATION IS COMPLETED.

The District has acted to ensure that the student learning outcomes for courses are included in the course syllabus and that program-level outcomes are intentionally provided to current and prospective students. The following actions demonstrate proficiency in this regard:

- **CSLOs in syllabi.** All instructors are required to include CSLOs in their course syllabi provided to students. Prior to the start of each semester, the Vice President of Instruction [1.4A] and the Academic Senate President sends an email to all faculty reminding them of this requirement [1.4B]. Division deans disseminate follow-up reminders to all of the faculty in their respective divisions [1.4C]. Division offices retain a copy of the syllabus for student and administrative reference. Syllabi are electronically housed and replaced each semester. The deans monitor syllabi from across the division to ensure SLOs are included. If SLOs are missing, faculty are personally contacted by their dean to remind them of this SLO requirement [1.4D, 1.4E]. Inclusion of CSLOs in course syllabi are part of faculty responsibilities and included in the faculty evaluation process; chronic neglect by faculty to address this requirement will impact individual faculty evaluations [1.4F].
- **CSLOs in online course schedule.** All CSLOs are available to current and prospective students as well as the public through the college's online course schedule every term. Users can click on the CRN listed for the course SLOs (CSLOs). The Instruction Office administrative assistant updates CSLOs after the Census date each term as directed by the SLO Coordinator or as a result of curriculum approval and/or review [see [Online Course Schedule](#)].
- **New SLO website.** During spring semester of 2014, the Accreditation Steering Committee met with the Marketing Department to redesign and improve the accreditation and SLO segments of the college's website. The [new website](#) is easy to navigate, clear, and provides consistent information about course, program, and institutional outcomes for current and prospective students.
- **Measuring student awareness.** To assist in determining the effectiveness of our efforts to communicate course and program outcomes to current students, the SLO Taskforce (with assistance from the Dean of Planning, Research and Resource Development and the Marketing Department) deployed a student survey the week of September 15th, 2014 to measure student awareness of course and program outcomes [1.4G]. As of 9/17/2014 college has accounted for over 1000 survey responses.

The above actions demonstrate that the recommendation is complete. The college has established sustainable processes to reinforce that course syllabi include outcomes, the online course schedule includes CSLOs for all courses, and all student learning outcomes (CSLOs, PSLOs, ISLOs) are available to current and prospective students on the Sierra College SLO Assessment and Accreditation website.

Recommendation 4

In order to meet the standard, the team recommends that the College develop a process for the regular evaluation of its governance and decision-making structures to ensure their effectiveness. Specific focus should be on key governance and decision-making councils and committees.

PROGRESS AND ANALYSIS

THIS RECOMMENDATION IS COMPLETED.

Sierra College's primary shared governance committee, the Strategic Council, comprised of representatives from each senate (Academic, Classified, Management and Student), the bargaining units and the Superintendent/President and VPI, worked in spring of 2014 to develop a process for key governance structures to evaluate themselves.

- **Assigned Duties to Dean of Research.** The Dean of Research, Planning and Resource Development was assigned by the VPI the responsibility of developing a process for regular evaluation of the shared governance structures and to oversee and maintain the various components of this recommendation.
- **Timeline and flowchart created.** 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 [4A].
- **Evaluation cycle approved.** On May 9, 2014, Strategic Council approved the Campus Climate/Shared Governance Survey and Evaluation Timeline [4B]. Key governance structures to be regularly evaluated included Strategic Council, PARAC, Student Senate, Management Senate, Classified Senate, Academic Senate, and their standing subcommittees. 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.

Spring 2014	Strategic Council, PARAC and Senates
Spring 2015	Senate Subcommittees
Spring 2016	Senates and PARAC
Spring 2017	Strategic Council

- **Formalization of process.** Implementation of the new formalized process adhered to the following order:
 - In May 2014, The Dean of Planning, Research, and Resource Development created a sample questionnaire designed to measure (1) the effectiveness of reporting structures, (2) communication from within and without the committee, (3) adherence to The Brown Act where applicable, (4) clarity of lines of responsibility, and (5) the collegiality and participation of the groups involved. The Senate provided input on questionnaire design and the Research Department made edits reflecting Senate suggestions. The survey questionnaire was presented and accepted by Strategic Council in April, 2014 [see 4B, 4C, 4D].

- Surveys were deployed to each senate, Strategic Council, and PARAC.
 - Members agreed upon using a performance measurement of, “Strongly Agree, Agree, Disagree, Strongly Disagree.” A majority of respondent ratings of “Agree” or better would indicate effectiveness. Any negative feedback would be discussed and actions taken if necessary [4E]. Implementation of actions would occur subsequently in the fall semester.
 - Research and Planning aggregated results and returned results to each body for evaluation.
 - Results discussed by governance bodies and action steps identified. Additionally, the evaluation process was evaluated and modified as needed.
 - Evaluation Reports sent out in May 2014. Standing Committees’ reports are sent to Senates. PARAC and Senate reports are sent to Strategic Council.
- **Examples**
 - On May 14, 2014, Academic Senate received and discussed the results of their first self-evaluation survey. The results revealed that the Academic Senate is perceived as effective and efficient, but the responses indicated there is need for more discussion time in Senate about the work of the standing committees. The written reports previously submitted occasionally did not receive enough attention from the Senate. Action: The Academic Senate determined that the Educational Effectiveness/Accreditation Coordinator and the Educational Policies and Communication Coordinator would give oral reports from the standing committees to which they are assigned and take questions from Senators [4F].
 - The self-evaluation survey for PARAC was reviewed and discussed on September 5, 2014. Action: Improve meeting frequency by scheduling make-up meetings for cancelled meetings [4G, 4H].
 - The self-evaluation survey for the Management Senate was reviewed and discussed on July 16, 2014. The results were revisited September 10, 2014 and discussion ensued about how to incorporate the results into the Senate’s mission and revisions to the constitution. Action: Pending [4I].
 - The self-evaluation survey for the Classified Senate was reviewed and discussed on August 27, 2014. Action: Pending [4J].
 - The Budget Development Process used by PARAC was evaluated in April 2014 using focus groups comprised of members from the following groups randomly selected: administrative assistants, managers, faculty department chairs, and representatives from financial services. Using the focus group findings, many disagreed that the process of ranking requests for new hires of management and classified was effective. Action: The problem will be remedied by mirroring the faculty prioritization process. This process will be used for the first time for new hires beginning fall 2014 [4K, 4L].
 - Strategic Council will discuss self-study evaluation results, as well as results of other governing bodies’ self-studies, on October 17, 2014 [4M].

As a result of the above actions, the college is proficient in evaluating the effectiveness of its primary governing bodies. The self-evaluation survey has been created by the Planning, Research, and Resource Development Office, vetted and deployed by all of the major decision making committees and shared governance bodies. A three year cycle of self-evaluation for governing bodies has been institutionalized and processes sustained. The self-study and evaluation, and three-year cycle is a formalized process to ensure effectiveness.

Appendix: List of Supporting Evidence

Commission Recommendation 1.1

- [1.1A](#) Academic Senate Recollections, 10-30-2013
- [1.1B](#) Academic Senate Recollections, 11-06-2013
- [1.1C](#) Sierra College Faculty Association (SCFA) Minutes, 11-21-2013
- [1.1D](#) Academic Senate Recollections, 11-13-2013
- [1.1E](#) SLO Compliance Dec 13 Workgroup (SAAs) Special Assignment Agreements
- [1.1F](#) Academic Senate Recollections, 2-5-2014
- [1.1G](#) SLO Taskforce SAA forms
- [1.1H](#) Program, Degree, Certificate Outcomes form
- [1.1I](#) PSLO to ISLO Mapping Worksheet
- [1.1J](#) SLO Mapping and Planning Spreadsheet Example
- [1.1K](#) SLO Taskforce Presentation Slides, Department Chairs Meeting, fall 2014
- [1.1L](#) Curriculum Agenda (excerpts), 9-22-2014
- [1.1M](#) Curriculum Form E
- [1.1N](#) Curriculum Committee Minutes, 9-22-2014
- [1.1O](#) TracDat report, fall 2014 SLO data for courses
- [1.1P](#) TracDat report, fall 2014 SLO data for programs

Commission Recommendation 1.2

- [1.2A](#) Planning & Assessment Day Facilitator's Worksheet
- [1.2B](#) VPI, Sutphen's email, 1-13-2014
- [1.2C](#) VPI, Sutphen's email, 8-13-2014
- [1.2D](#) SCFA Contract, Article 21
- [1.2E](#) Planning and Assessment Day MOU with SCFA, 12-16-2013
- [1.2F](#) VPI, Sutphen's email, 2-19-2014
- [1.2G](#) Academic Senate Recollections, 9-24-2014
- [1.2H](#) SLO Taskforce Meeting Minutes, 5-12-2014
- [1.2I](#) PARAC (Planning and Resource Allocation Committee) Minutes, 9-5-2014
- [1.2J](#) VPI, Sutphen's email, 9-8-2014
- [1.2K](#) Systems Administrator, Craig Caughlin's email, 2-7-2014
- [1.2L](#) Academic Senate Recollections, 11-13-2013
- [1.2M](#) Sierra College Board of Trustees Minutes, 6-10-2014
- [1.2N](#) Student Learning Assessment Summary (SLAS) form
- [1.2O](#) VPI, Sutphen's email, 9-11-2014
- [1.2P](#) Department Assessment Analysis (DAA) form
- [1.2Q](#) VPI, Sutphen's email, 9-23-2014
- [1.2R](#) Assessment Guidebook
- [1.2S](#) Academic Senate Recollections, 9-24-2014
- [1.2T](#) Program Review Template 2014-15
- [1.2U](#) Program Review Instruction Rubric 2014-15
- [1.2V](#) VPI, Sutphen's email, 9-14-2014
- [1.2W](#) Correspondence email with Instructure/Canvas
- [1.2X](#) TracDat report, fall 2014 SLO Assessment Data
- [1.2Y](#) SLO Assistant 3-Yr Plan Completion Report

List of Supporting Evidence (continued)

Commission Recommendation 1.3

- [1.3A](#) TracDat database screenshot
- [1.3B](#) PARAC Rubric Resource Allocation
- [1.3C](#) Faculty Prioritization Workgroup Meeting Notes, 9-5-2014

Commission Recommendation 1.4

- [1.4A](#) VPI, Sutphen's email, 5-23-2014
- [1.4B](#) President, Academic Senate, Haproff's email, 1-14-2014
- [1.4C](#) Executive Secretary, McKinney's email, 9-22-2014
- [1.4D](#) Dean, Business and Technology, Lolland email, 9-23-2014
- [1.4E](#) Dean, Liberal Arts, Bocchicchio email, 9-23-2014
- [1.4F](#) SCFA Contract (evaluation excerpt)
- [1.4G](#) SLO Student Awareness Survey, fall 2014

Commission Recommendation 4

- [4A](#) Shared Governance Survey and Evaluation Timeline, 4-24-2014
- [4B](#) Strategic Council Minutes, 5-9-2014
- [4C](#) Academic Senate Recollections, 3-12-2014
- [4D](#) Academic Senate Recollections, 3-26-2014
- [4E](#) Academic Senate Survey
- [4F](#) Academic Senate Recollections, 5-14-2014
- [4G](#) PARAC Minutes, 9-5-2014
- [4H](#) PARAC Survey
- [4I](#) Management Senate Survey
- [4J](#) Classified Senate Survey
- [4K](#) Budget Process Evaluation Process
- [4L](#) Dean of Research, Planning and Resource Development, Erik Cooper's email, 11-14-2014
- [4M](#) Strategic Council Survey