

2023 Accreditation Midterm Report







Midterm Report

Submitted by:
Sierra Joint Community College District
5100 Sierra College Blvd.

Rocklin, CA 95677

Submitted to:

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

October 2023

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

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

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Report Preparation

This Midterm Report was written with the input of a wide cross-section of stakeholders from across the District. An ACCJC Midterm Report Workgroup was formed in Spring 2023, with representation from the Executive Team, the Academic Senate, the Classified Senate, the Management and Confidential Senate, and the Associated Students of Sierra College. That group oversaw the collection of evidence from the various areas of the College and the creation of the first draft. A draft was shared with the Executive Team and the four senates in May 2023 for feedback (1). After revisions were made over the summer, a finalized draft went back through the senates and to Strategic Council, the College's main participatory governance body, in September 2023(2). The Sierra College Board of Trustees accepted the report at its September 2023 meeting (3).

ACCJC Midterm Report Workgroup

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- Autumn Cahoon—Sierra College Classified Senate
- Andre Mendoza—Academic Senate of Sierra College
- Susan Lucyga—Management and Confidential Senate
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- Sonia Klenner—Curriculum Committee Chair
- Susan Lucyga—Dean of Professional and Organizational Development and Distance Learning
- Suzanne Davenport—Program Director, Distance Learning (retired)
- Vernon Martin—Co-chair, Educational Effectiveness Committee
- William Syms—Executive Dean, Student Equity and Completion

Plans Arising from the Self-Evaluation Process

Plan 1 (I.B.4): The District has articulated in its ongoing strategic plan three primary goals to improve student outcomes which can be summarized as 1) achieve equitable access, 2) close equity gaps, and 3) provide professional development to foster the implementation of inclusive instructional strategies.

The College has made progress in all three areas outlined in the plan.

1. Achieve Equitable Access

Student Services has developed several plans to ensure equitable student access. The "Transformational Change for Black Student Success and Equity" plan (4) outlines a series of commitments from each department in Student Services to ensure that Black/ African American students are able to take full advantage of all district support services. The Sierra Supports program describes the comprehensive set of services all students will receive; in Connection and Onboarding (5), particular focus is placed on serving our Promise and dual enrollment students. A dashboard (6) tracks the college-going rates of students from our feeder high schools (to Sierra College, any community college, and any college), disaggregated by race/ethnicity. In Fall 2022 and Spring 2023, the College ran a "5 for \$500" campaign focused on disparately impacted students who had stopped out—they were offered \$500 if they enrolled in at least five units. This resulted in 74 students (7) returning to take classes, two of whom have graduated and three more who are on track to receive awards in Spring 23. 100% of the returning students were from under-represented populations. The College continues targeted outreach to underrepresented populations (8) through direct contact with potential students at local events throughout the region and call campaigns that reach out to welcome new students and offer an invitation to return and assistance to students who have stopped out. The College has also received a Rising Scholars grant to expand the number of justice-involved juvenile students the College serves (9) and a Native American Student Success and Support Program (NASSP) grant to strengthen K-12 pathways to and through Sierra College (10).

The percentage of students who initially indicate an intent to come to Sierra College and then actually enroll fluctuated during the pandemic, from 38% in 2018-19 to 14% in 2020-21. It rebounded in 2021-22 to 34%, and the College continues to reach out to students who have completed the application but not yet registered (11). There are also increases in the number of students who complete transfer-level math and English in their first year (12). In implementing AB 705, the College no longer offers pre-transfer math or English courses as of Fall 2022; direct placement of students into transfer-level courses is likely contributing to the improved outcomes for students in English and Math over the last five years.

Our dual enrollment program continues to grow, from serving just under 1800 students in the 2018-19 academic year to over 3200 in 2021-22 (13). Overall, dual enrollment students achieve very high success rates, averaging around 90% since 2019 (14). However, within that high success, there are equity gaps for certain demographic groups (including African American, American Indian/Alaska Native students, former foster youth, and Pacific Islander students) (15). The primary goal of our Career and College Pathways (CCAP) program is to serve students who may not already be college bound or who are underrepresented in higher education. Our target for each high school is that the proportion of underrepresented dual enrollment students reflects, at a minimum, the overall proportion of underrepresented students at the school. While we meet that goal at some high school sites and with some populations, more effort is needed to achieve it consistently at all our of partner high schools and fulfill the mission of the program (16). To address these disparities in representation, the College has engaged in a program-wide outreach initiative to inform and educate students from underrepresented student groups on the purpose and process of dual enrollment. Through partnerships with key high school staff members and the Sierra College Outreach Department, we continue to host targeted workshops to provide individualized support to guide students through the enrollment and class selection process (17). In addition, we also continue to expand our dual enrollment course offerings to reflect the expressed interests of students, particularly those from underrepresented groups.

2. Close Equity Gaps

The College has seen modest gains in overall course success since 2016, but the disaggregated data shows that we have not improved success for some of our most disparately impacted populations, particularly African American and Pacific Islander students (18). Disaggregated term-to-term persistence data shows smaller gaps overall and more improvement in some demographics but not improvement for all students (19). Closing equity gaps remains a primary goal for the College and there is significant work to be done. The College's initiatives to improve student success overall while eliminating equity gaps are discussed throughout this report.

3. Professional Development to foster inclusive instruction

The third primary goal to address equity gaps at Sierra College is to provide professional development to foster the implementation of equitable instructional strategies. The College has long recognized and is committed to improving practices in learning environments to meet the needs of all students, especially those from underrepresented populations with recognized gaps. In response to the goals outlined in the *Vision for Success*, Sierra College specifically prioritized the goal of reducing and eliminating equity gaps across all metrics, which resulted in an increase in professional development resources over the last five years that support faculty and staff in their work toward providing equity for underrepresented students.

In addition to the stand-alone workshops offered to faculty that focus on equitable learning environments (e.g., "How to Better Support our LGBTQ+ Students" (20), "Unrecognized Barriers for Students" (21), etc.), the College provides recurring learning opportunities for faculty:

- Equitable Instruction Workshop (EIW) (22): This is a 3-day workshop based on the Long Beach City College Cultural Curriculum Audit model. The College offered EIW during the past two summers and is now working toward revising the curriculum to better equip faculty with the skills to meet the needs of underrepresented students.
- Equity & Inclusion Faculty Certificate Series (23): This is a three-part course, with each part consisting of 54 hours of synchronous and asynchronous work. In Unit 1, participants review data about student equity gaps, explore theories about increasing equity and inclusion, and learn strategies to begin implementing equityminded practices in their own learning environments. In Unit 2, participants utilize the Understanding by Design framework to develop equity-minded, culturally responsive, and learner-centered materials, strategies, and practices for their learning environments. In Unit 3, participants assess, reflect upon, and revise their own materials, strategies, and practices utilizing an equity lens. Since Fall 2019, over 200 faculty have taken at least one unit in the certificate series, and the participant feedback has been encouraging. However, considering the changing education landscape due to the twin pandemics and data that currently suggests that the certificate series did not result in an increase in success and retention rates, the College has already begun the process of re-envisioning the certificate series to be an effective intervention for faculty and to better complement other faculty equity professional development.
- Humanizing Online STEM Academy: Some of the College's largest equity gaps are in STEM courses. A cohort of Sierra College STEM faculty and staff participated in the Humanizing Online STEM Academy in Fall 2022, which was a six-week long, 10 hours per week institute. We have continued to send both full- and part-time faculty to subsequent sessions, and as of Summer 2023, 24 faculty members have participated (24).
- Online Teaching Boot-Up (25): In this five-week, 35-hour session, participants learn how to utilize best practices in distance education. Topics covered are myths of the online classroom, characteristics of an online instructor and student, accessibility requirements, copyright and assessment issues, student services that support online instruction, creating an online community in the virtual classroom, and developing instructor presence in the online environment.
- Online Teaching Reboot (26): This six-week asynchronous training is for experienced online faculty and is especially helpful to faculty who completed the Online Faculty Training prior to 2019. This training draws on current learning and instructional design techniques and theory to support participants in designing and developing a humanized Canvas course aligned to the Sierra College online effective practices and accessibility rubrics.

To build on the foundation of these trainings, Sierra College applied for and was awarded the California Community College Chancellor's Office (CCCCO) Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices Grant (27) in spring 2023. This grant awarded the College \$300,000 for a period of two academic years, 2023-2024 and 2024-2025, to provide culturally competent professional development. The grant will support the following faculty professional development activities (28):

- 1. Continue to offer EIW and Equity & Inclusion Faculty Certificate Series sessions, while also continually assessing and revising these trainings to demonstrate their efficacy in increasing student success.
- 2. Develop a Sierra College specific Humanizing Online STEM Academy for STEM faculty.
- 3. Create a Humanizing Online Instruction training for non-STEM faculty since equity gaps for online instruction in disciplines other than STEM exist as well.
- 4. Design a scaffolding of trainings based on one of the four trainings listed above (i.e., EIW, Equity & Inclusion Faculty Certificate Series, Humanizing Online STEM Academy, and Humanizing Online Instruction) to increase professional development accessibility, especially for part-time faculty. Topics will focus on elements that are most crucial to an inclusive and equitable learning environment, such as equitable assessments and DEI in curriculum, including integrating OER resources.

Plan 2 (I.C.2): Improve the curriculum approval process and the timely development of the catalog

Since the preparation of the ISER, catalog publication has progressively moved earlier. Curriculum proposals are now due by April first of the year before the catalog date (i.e. April 2023 for the 2024-25 catalog) (29). Prior to this change, the catalog was published as late as August, after the start of the semester. Publication is now in late April (30), allowing for more effective counseling of students, and we hope to have it ready by early April in the future. Additionally, we can now have UC/CSU approvals prior to publication.

We are in the final stages of implementing a new curriculum management system, Courseleaf CIM (31), to replace our previous aging system. CIM allows for better workflow, change tracking, versioning, and searches; this has improved our ability to check for errors and ensure continuity throughout the curriculum.

Plan 3 (II.A.3): Improving the process for tracking and reporting the results of SLO/PSLO assessments

The self-evaluation identified a need to address the "cumbersome and redundant" process for tracking and reporting results of CSLO/PSLO assessments. The College's assessment leaders regularly explored assessment management tools to help streamline the SLO process and actively participated in Friday SLO Talks, collaborating with the higher education assessment community. Without a definitive SLO software solution, the College created its own digital SLO tracking form, the Student Learning Assessment Summary (e-SLAS) (32), and SLO dashboards (33) to visualize results.

The new e-SLAS digital tracking form allows faculty to directly input assessment results, reflect on the results, and identify needs or resources to help improve teaching and learning. This new e-SLAS form improved the process in significant ways:

- 1. Eliminated the inefficiency of double entry: previously, faculty entered results and then an SLO assistant input that data into Tracdat;
- 2. provided programs with a dashboard to view aggregated assessment results; and
- 3. provided an aggregated list of professional development needs and resource requests (34) and made those needs transparent for all to see.

Since implementing the new e-SLAS form in Fall 2021:

- 38 Academic Programs using e-SLAS (up from 27)
- 326 assessments completed (up from 154)
- 358 improvement plans identified (up from 169)
- 436 skills, training, or resource requests identified (up from 217)(35)

Plan 4 (II.A.6: Continued improvement to schedule-building process

As stated in the ISER report, the College continues to evolve and improve its class schedule-building efforts. In 2018-19 the College began to establish a strategic scheduling office, moving from a decentralized model in which schedule development happened in instructional division offices to a centralized office under the Instruction Office. Since that time, the College has completed the transition to the Scheduling Office (36), which now includes three administrative assistants who work closely with an Instruction Office Analyst and the Executive Dean. Along with that move, the College began to utilize Ad Astra Information Systems to help provide data to help build the class schedule and monitor facility and classroom utilization. The College completed a room inventory in the Ad Astra system and, in March 2020, built a full-year class schedule for the 2020-2021 Academic Year and was beginning to utilize the Ad Astra room optimization features. Unfortunately, due to the onset of COVID at that time, the College elected not to publish its full-year schedule and instead moved back to the development and publication of semester-by-semester class schedules. Moving out of the pandemic, the College is exploring a return to full-year schedule development beginning in 2024-2025. Additionally, since the completion of the ISER, the College has

continued to update the room inventory as new buildings from its Measure E bond are completed with an eye towards re-engaging room optimization during the Summer and Fall of 2023. Finally, to better inform the data in Ad Astra, the College completed a revision and update of its degree templates which detail a sample educational plan for students(37).

Plan 5 (IIB4): Adoption of new library services platform and tutoring partnerships

The Library went live with the cloud-based Alma/Primo Library Services Platform (LSP) in 2020 (38). Librarians attend Wednesday Webinars offered by the statewide library consortium to stay abreast of important developments with the LSP, which comes with a robust analytics program to assist with collecting usage statistics of print and online resources. One librarian is a member of the statewide Discovery and User Experience work group which makes recommendations for improving the user experience of Primo (the public-facing discovery layer of the LSP) for students across the state. During spring 2022, the Sierra College Library. along with other libraries, participated in user experience testing of Primo and results were reported back during a Wednesday Webinar.

During the 2023-2024 fiscal year, the Library will be opting into the statewide library consortium purchase of hosted EZproxy, relieving the College's IT staff from maintaining the server and software.

Beginning in 2020, the College moved away from using Tutor Lingo for tutor training and now does in-house training (39). Tutors are paid for their training time and recordings are provided through the Tutor Center Canvas shell for those who cannot attend live training or wish to revisit the information. COIVD delayed the partnership with CSUS to provide undergraduate tutors in Math, which is still in development.

Plan 6 (III.A.8): Adoption of new employee learning management system

The District completed its transition to the new employee learning management system, ProDev, in 2019 (40).

Plan 7 (III.B.2): Implementation of Facilities Master Plan

Since submittal of the ISER, the District has made substantial progress on our FMP implementation. Completed projects to date include:

- Student Union Phase 1 (\$5M kitchen remodel) (41);
- a 1,501 space Parking Garage (\$49.9M) (42);
- and a comprehensive updating of all campus utility infrastructure, including electrical power, natural gas, low-voltage communication, domestic and irrigation water, sanitary sewer, and storm water systems (\$26M) (43).

In Fall 2023, classes began in our 75,000 square foot New Instructional Building (44), which will become our primary instructional building on the Rocklin Campus. In July 2022, the District secured a \$80.5M state grant for Affordable Student Housing and recently broke ground on the new 356-bed dormitory (45) that will be funded with that grant. We are also midway through a \$58.3M modernization of our sixty-year old gym (46), which is partially funded by a state capital outlay grant. The District is also in the design process for two modernization projects, the New Science Building (47) and the Applied Technology Center (48), both of which have been awarded state capital outlay grants. The amount of work underway is tremendous and made possible by strong leadership from our Board, President Duncan, our Facilities team, and active participation by the campus community.

Plan 8 (IV.A.1) Increased opportunities for formal and informal innovation by part-time instructional faculty

The District has increased the opportunities for part-time faculty to participate in professional development and innovation in a variety of ways:

- Part-time faculty are paid to attend Planning and Assessment Day each semester, where they work as a department to analyze SLO data and plan for the coming semester (49).
- We have increased online and asynchronous professional development offerings so part-time faculty can more easily attend (50).
- The Workshops on Wednesday program now has a streaming or webinar option for many sessions and part-time faculty are paid (in addition to their flex) to participate (51).
- The new program review process (52) will compensate part-time faculty for attending Program Review days, starting in Fall 23. Additionally, part-time faculty can participate in department action plans, with compensation if appropriate.
- Part-time faculty participation in Humanizing STEM program.
- Several part-time faculty members serve on the Faculty Professional Development Committee (53), the group primarily responsible for recommending professional development activities for faculty.

Plan 9 (IV.A.5): Participatory Governance Redesign

In the Fall 2019, the College created a Governance Task Force to redesign our participatory governance system and hired a consultant to facilitate the process. The task force was deep into its work when the pandemic forced us into remote meetings; unfortunately, due to the difficulty of doing such complex and sensitive work via Zoom, as well as the wider challenges of faculty and staff operating under emergency conditions, the process faltered and we disbanded the task force. Recently, the District returned to the issue and established a work group which recommended significant revisions to AP 2510, Participatory Governance (54). At the time this report is submitted,

the revised administrative procedure is moving through the participatory governance process and is on schedule to be finalized and adopted by the Board by the end of the Fall 23 semester.

Institutional Reporting on Quality Improvements Response to Recommendations for Improvement

Recommendation 1:

In order to improve, the team recommends that the College ensure Distance Education courses consistently adhere to the policies established by Sierra College in AP 4105 (Distance Education) concerning regular and substantive instructor initiated contact with students (Policy on Distance Education and Correspondence Education).

The College ensures that Distance Education courses consistently adhere to our polices on regular and substantive instructor-initiated contact in a variety of ways.

All Distance Learning training includes extensive coverage of the requirement for instructor-initiated contact with students and for student-to-student interaction. Examples include the Faculty Resource Guide (55), the BootUp training for faculty who have not previously taught online (56), and the ReBoot refresher training for experienced online faculty (57). In order to teach online, a faculty member

(including all faculty teaching dual enrollment classes) must go through the BootUp training (or provide evidence of completing similar training elsewhere); their course is reviewed to ensure it meets best practices, accessibility guidelines, and the requirement for student/faculty interaction (58) the first time it is taught. The review process (59) is repeated each time a faculty member teaches a new course online. Faculty whose courses do not pass review can resubmit twice; after that, the faculty will not be assigned a course online until they have worked informally with Distance Learning to demonstrate the course meets all standards and then resubmitted for approval.

The move to fully remote instruction in March 2020 required a swift and dramatic shift in our distance learning policies. We had to ensure that instruction continued, even as many faculty who had never taught online were forced into a 100% online load mid-semester. Our immediate focus was on providing baseline training that would ensure a minimum quality of instruction across all sections and we paused our normal approval process. Between April 2020 and December 2020, at the height of the pandemic, our Distance Learning department offered 25 sections of a five-week online course (60) that trained approximately 600 faculty.

The department also created DL Live, drop-in assistance and support through Zoom that was open to faculty up to 45 hours a week for the first several months of the move to fully remote teaching (61). Additionally, three to five 90-minute Canvas and technology-based trainings were offered per week. Distance Learning has offered at least one session per week since then. At these sessions, faculty are advised on online best practices, including the requirements for student/faculty interactions, and can receive technical assistance.

Our normal review process was resumed in Fall 2020 and by Spring 2021, over 250 courses had been reviewed for best practices and accessibility, including student/faculty interaction (62). Starting in Fall 2021, online classes were assigned only to faculty who had been approved to teach online or who were actively in the approval process. Since Fall 2021, an average of 150 courses per semester have been reviewed for online approval.

While our robust training and approval process ensures that faculty understand and meet the requirements for student/faculty interaction in their initial offering of an online course, it is also necessary to verify that those requirements continue to be met over time. The College has adopted several processes and policies to support this requirement:

- The ReBoot training, first offered in Fall 2022, is required for faculty who have not completed an online training since 2019.
- Additional trainings, such as Humanize with Distance Learning (63), also emphasize student/faculty interaction.
- The Distance Learning and Instructional Technology Committee, a standing committee of the Academic Senate, has approved a new process (64) in which online courses would be reviewed for best practices, accessibility, and substantive interaction at least every three years. Discussions on how to integrate that process into the evaluation cycle are ongoing between the District and the faculty union.
- Because faculty who were already teaching sections online were not required to submit those courses for approval when that process was initiated, there are still some classes that have never been reviewed by Distance Learning. Many of the faculty teaching those courses have subsequently taken the online training and had other classes reviewed and approved. The new ongoing review process will ensure that any sections that don't meet current standards for approval will be identified and revised through the online approval process.
- A random spot-check of 25 online sections (65) conducted by our Program Director of Distance Learning in Spring 2023 showed that 18 of the selected sections exceeded Sierra's definition for substantive interaction; 2 minimally met the standard; and 5 did not appear to meet the standard. A strong majority of the online classes in this

sample (80%) met the requirement for substantive interaction and 72% exceeded the standard, which suggests our continued efforts at training and review are succeeding and should push that percentage even higher in the coming semesters.

Recommendation 2:

In order to improve, the College should ensure that all elements of the mission are clearly reflected where the mission is described in College publications and the College consistently convey the elements of mission as described in the standard (IA.1).

Standard 1A.1 reads: 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. (ER 6)

The Mission, Vision, and Core Values page (66) on the Sierra College website includes this statement:

Sierra College serves a diverse set of communities from the Sacramento Valley to the Sierra Nevada mountains, including Placer, Nevada, and portions of El Dorado and Sacramento Counties. To meet the needs of these communities, Sierra College offers a wide range of degree, transfer, career, and technical training programs at four campuses in Rocklin, Roseville, Grass Valley, and Tahoe-Truckee.

This statement is also included in the "District Mission and Institutional Outcomes" section of the catalog (67). The District has recently updated its mission statement and will continue to reflect the elements of the mission as described in 1A.1 wherever the mission is posted.

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

Reflect on assessment processes since the last comprehensive peer review:

What are the strengths of the process that help the college to improve teaching and learning?

The method for reporting assessment results using an e-SLAS form (68) includes several questions prompting faculty to reflect on the effectiveness of instruction in preparing students to achieve course outcomes. The e-SLAS form includes an opportunity to consider student voice in instructional and assessment methods. Faculty have access to an aggregated SLO dashboard (69) that shows longitudinal outcome achievement across time, which can be used to track action plans meant to improve teaching and learning.

The College continues to resource a two-hour Planning and Assessment Day (70) meeting each semester for all academic programs to review their outcome assessment results and create action plans to improve teaching and learning. This process ensures that all faculty – full and part-time – have the opportunity to analyze their assessment data and collaborate on strategies to enhance student learning.

The Educational Effectiveness Committee (71), a standing committee of the Academic Senate, regularly reviews the assessment process and forwards improvement recommendations (72) to the Academic Senate for consideration before implementation. This process ensures that the assessment process is continually refined to enhance teaching and learning.

What growth opportunities in the assessment process has the college identified to further refine its culture of assessment?

Two growth areas emerged to inform our current action plan:

1. The College has an opportunity to use the e-SLAS dashboard data for resource allocation and faculty training requests (73). While multiple stakeholders recognize the potential of the dashboard, systematically using faculty feedback from the e-SLAS form has not been a standard practice. This improvement can help refine the College's

- authentic culture of assessment and enable informed decision-making to enhance teaching and learning through specifically identified professional development courses and workshops.
- 2. Using Canvas Outcomes presents an excellent opportunity for faculty to examine outcome achievement results disaggregated by socio-demographics (74). Canvas Outcomes, still in the adaptation stage, has the potential to transform the College's approach to outcome assessment. As a result, adopting Canvas Outcomes institution-wide is under discussion in the College's reimagined program review process. This implementation could help the College further refine its authentic culture of assessment and enable data-driven decision-making to enhance teaching and learning across all socio-demographic groups.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

- The Psychology department is focused on adopting inclusive teaching materials and methods to help eliminate equity gaps in Psychology 100 (75). They formed a core group of faculty who are being resourced to develop materials using the equity framework and resources from the Equity Instruction Workshop as well as other materials for PowerPoint slides, quiz/exam questions, discussion boards, and activities for each unit. These materials and methods will then be available for all department faculty to use and continue to develop located in our PSYC 100 Equity Canvas Course Shell.
- The Business department identified an opportunity to create a cohort model, 8-week hybrid, academic pathway to earn an AS-T. The new FOCUS program (76) launched in Fall 2023 and is completely ZTC. In addition, the department implemented guidelines for assignment feedback to use assessment as a tool for learning.
- Distance Learning created an Online Reboot (77) course and other workshops to address some of the faculty professional development requests identified in the e-SLAS Training Requests dashboard.
- The Philosophy department made improvements to Philosophy 4 Introduction to Critical Thinking based on outcome assessment results. Changes included adding more formative assessments, allowing quizzes and exams to be taken twice to encourage growth in learning, and implementing a flexible late-work policy to accommodate student needs and extenuating circumstances. Since implementing these changes, the average student success rate improved from 69% in 2019-20 to 77% in 2022-23 (78).
- The Spanish department made changes to include voices from underrepresented groups, including assignments that highlight achievements from people in these groups (Afro-Cubans, Afro-Americans, etc.)(79).

- The Photography department increased its supply of loaner cameras to reduce course costs for all students.
- The Art History Department is engaged in a pilot (80) during the 2023-24 year to test the efficacy of core best practices as taught by most equitable instruction trainings, provide data to support the implementation of these practices if effective, and reduce and/or eliminate equity gaps for Black and African-American students in Art Appreciation courses on campus. It also hopes to highlight and address the major issues facing part-time faculty in the implementation and integration of best practices for student equity.

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

Every academic program is participating in the assessment process, some more robustly than others. One new program, Ethnic Studies, is getting acclimated to the process. When departments are not fulfilling their assessment responsibilities, the process identifies deficiencies through a mid-cycle report (81) and provides support through SLO assistants. Deans are notified and provide managerial support as needed. Between Spring 2020 and Spring 2021, the institution was almost entirely focused on making the transition operating in a fully remote environment, and the rates of participation in SLO assessment dropped, particularly in Student Services. However, those rates are recovering and the Student Services departments have developed a plan to increase participation.

There is some concern expressed that the results of SLO assessment will be used punitively in faculty evaluation. In its 2023 End of Cycle report (82), the Educational Effectiveness Committee recommended to the Strategic Council that the District adopt a trust statement explicitly separating faculty evaluations from student learning assessments and the District supports developing this trust statement.

Recent changes to the California Code of Regulations require community college districts to include diversity, equity, inclusion, and accessibility standards in the evaluation and tenure review of all district employees. The District is in conversations with the bargaining units to complete this requirement with a completion goal of early Fall. Once these conversations are completed, we will return to developing a trust statement that ensures self-reported SLO assessment data will be separated from faculty evaluations.

The reimagined program review process (83) considers ways to streamline the demands on faculty; the integrated program review process has the potential to deliberately increase participation in the assessment process.

Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B.3 states: "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."

Using the most recent Annual Report, reflect on trends in data for institution- set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students:

Has the college met its floor standards?

The majority of floor standards have been met, and improvements have been consistent year over year. The area of greatest need for improvement is in the annual number of students achieving certificates.

Metric	Institution-	Actual	Standard Achieved?
	Set Standard		
Course completion	73%	74%	Yes
Certificates	500	247	No
Associate Degrees	2500	2478	No (met previous 2
			years)
Transfer	1322	1520	Yes
Exam Pass Rates	95%	97%	Yes
Job Placement	All programs med	et or exceed floor g	oal of
	50% placement		

Has the college achieved its stretch (aspirational) goals?

The College has not consistently met its stretch goals. The areas of greatest need for improvement are in the annual number of students achieving certificates and in the consistency of job placement in CTE programs. CTE placements have been quite high overall but vary year to year given the number of students who are completing in different areas.

Metric	Stretch goal	Actual	Goal Achieved?	
Course Completion	77%	74%	No	
Certificates	500	247	No	
Associate Degrees	2728	2478	No	
Exam Pass Rates	100%	97%	No (but met prior 2 years)	
Transfer	1681	1520	No	
Job Placement	75%	See below	Varies	
	All programs met st	retch goals excep	t;	
	Program	21-22	20-21	
	Admin Justice	74%	92%	
	Fashion Industries	67%	93%	
	Graphic Arts	73%	88%	
	Photography:	74%	93%	
	Networking	71%	88%	
	Software Development	65%	97%	
	Business Management	70%	89%	
	Computer Information Systems	60%	88%	

What initiative(s) is the college undertaking to improve its outcomes?

- Faculty trainings: Faculty Equity Certificate (84), Equitable Instruction
 Workshop (85), Distance Learning BootUp (86) and ReBoot (87)
- Online course reviews: faculty required to meet both accessibility (88) and best practices standards (89) to teach online
- Departmental/division initiatives: Instructional programs resourced to implement projects to increase student success: Psychology (90) and Art History (91) Black Student Success projects; Humanizing STEM project (92)
- Expansion of Village Pathway (93) to include a full IGETC path
- Complete revision of Instructional Program Review: departments do a deep dive into disaggregated data (94) and develop action plans to increase student success and close equity gaps
- Student Services Sierra Supports Framework (95)
- Degree and certificate auto-awarding (96)

How does the college inform its constituents of this information? Evidence:

- Annual reporting (97) posted on website
- Annual data presentations at Convocation, (98) Strategic Council (99),
 Academic Senate (100), and to the Board of Trustees (101)

- Wide range of institutional success dashboards (102)
- Wide range of departmental and programmatic dashboards and implementation support tools (e.g. Caseload Dashboard) (103)

Quality Focus Essay Mid-Year Report

The focus of Sierra College's Quality Focus Essay (QFE) in its 2019 Institutional Self-Evaluation Report (ISER) 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.

An action plan was developed to create a multi-phase professional development program that would identify and secure resources for trainings. Additionally, the professional development trainings would help faculty to develop and implement practices reflecting an equity mindset, and develop intentionally designed courses using best practices in assessment, including backwards design, and use assessment data to inform instructional practices.

The action plan in the QFE had three phases. The remainder of this QFE mid-year report will describe the progress made in each phase of the action plan.

Phase 1: Pre-Development – Fall 2018-Spring 2019

Phase 1 Goals

- 1. 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.
- 2. 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.
- 3. 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 1 Progress

- 1. In Fall 2018, the Professional and Organizational Development (POD) department worked with the College's faculty, classified professionals, and managers senates to create essential competencies and outcomes for each constituent group (104). A multi-constituent advisory committee, POD Council, created shared competencies for all College employees, and each senate developed and approved essential competencies for its group. The classified professional and management senates approved their essential competencies in Fall 2018, and the faculty senate approved its faculty-specific essential competencies in Spring 2019. POD utilizes the essential competencies to inform the focus and direction of professional learning offerings.
- 2. One of the College's dashboards focuses on data acquired through the Student Learning Outcomes (SLO) Assessment activities. Every department at the College continually engages in assessment of its student learning outcomes to better support student success. A Training Requests option (105) has been added to the dashboard with a dropdown menu that indicates the types of training most important to faculty as well as qualitative data regarding professional learning. As with the core competencies, the needs expressed in the SLO Assessment dashboard informs POD's overall faculty professional development offerings.
- 3. While a statement of trust has yet to be developed, the use of data as a tool to improve educational effectiveness is increasingly becoming an important part of faculty professional learning. Reviewing individual success data is used in the College's two primary faculty equity trainings; a data update is a regular part of Workshops on Wednesday (WoW) (106), which is a 6-hour professional development day focused primarily on faculty topics that is offered during Flex week each semester; and the use of data to inform a program's development is a part of the newly revised program review process (107).

Phase 2: Develop Trainings - Spring 2019-Fall

2020 Phase 2 Goals

- 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.
- 2. 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, which would be 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 2 Progress

In March 2020, Sierra College closed its campuses, as did other California community colleges. Sierra understandably shifted its resources to the massive lift of getting all faculty trained to teach online; however, faculty equity trainings continued to be refined and developed to meet the needs of underrepresented students.

- 1. While a specific equitable assessments certificate program has not been created, designing equitable assessments is a part of the College's two primary equitable faculty trainings, the Equity & Inclusion Faculty Certificate Series (108) and the Equitable Instruction Workshop (109). Additionally, POD offers stand-alone assessment workshops and communities of practice, such as effective assessments in the online environment (110), and the College has contracted with CORA to provide faculty access to the Course Design for Racial Equity class, which addresses equitable assessments (111).
- 2. Sierra College has developed a number of shorter trainings (i.e., sessions lasting 1-3 hours) on culturally responsive pedagogy, such as how to use equity data to inform revising course curriculum (112) and humanizing distance learning instruction (113). Additionally, the College developed and offers two semesterlong trainings on creating an equitable learning environment:
 - a. The Equity & Inclusion Faculty Certificate training consists of three semester-long institutes (114). Unit 1 provides participants with a foundation to understand and utilize an equity framework in their learning environments. In Unit 2, participants apply what they learned in Unit 1 to re-envision their learning environments to be more culturally responsive. Finally in Unit 3, participants work together to assess the curriculum changes made in Unit 2 through student success data and peer observation and devise an action plan going forward to continue improving their learning environments. The College continues to assess the effectiveness of these programs and revise them accordingly.
 - b. The Equitable Instruction Workshop (EIW)(115) was adapted from the Long Beach City College Cultural Curriculum Audit model. This three-day, inperson workshop enables faculty to redesign courses with a focus on culturally responsive and equitable practices to increase student success. Participants are responsible for attending all three days of EIW, completing six instructional artifacts, and meeting with a peer to go over these artifacts, which faculty can then use in their learning environments.

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:

- 1. Use the performance indicators as evidence of learning proficiency in the areas of equity and assessment.
- 2. Assess proficiency using both faculty and student surveys along with success and retention rates (e.g., TILT survey).

Phase 3 Progress

Evaluating the efficacy of the College's professional development activities is an ongoing process. Assessment occurs in two ways:

- Formative (116) and summative (117) assessments are currently being used for the majority of professional learning activities to gauge the effectiveness of the training from the participants' perspectives.
- 2. POD is collaborating with the College's Research department to utilize participants' success and retention data to better understand the effectiveness of a particular intervention. As an example, two assessments were conducted by Research to evaluate the effectiveness of the Equity & Inclusion Faculty Certificate Series: a quantitative analysis using propensity scoring methodology to ascertain if the training had improved course success for historically underrepresented students (118) and a survey exploring the faculty experience and to learn to the extent to which faculty adopted the practices they learned during the certificate series (119). The outcomes of these two assessments have resulted in POD revising the training's content to increase effectiveness and better meet faculty and student needs.

Data from these two sources will inform ongoing development of DEIA interventions and have a role in determining if the interventions should continue.

Fiscal Reporting

Sierra College is meeting all of its fiscal goals and is not on enhanced fiscal monitoring, so no narrative is required.

SIERRA COLLEGE 2023 ANNUAL FISCAL REPORT (120)

Appendix A: ACCJC Annual Report 2023

General Information

Confirm college name:

Sierra College

Name of individual preparing report:

Randy Lehr

Phone number of person preparing report:

916-660-7512

Email of person preparing report:

rlehr1@sierracollege.edu

Enrollment Data: Unduplicated Headcount

2019-2020

26,128

2020-2021

25,533

2021-2022

23,573

Enrollment Data: Unduplicated Headcount

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

N/A

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

2019-2020

25,610

2020-2021

25,109

2021-2022

23,512

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6b. Please list any individual degree applicable credit program which has experienced an increase (or decrease) of 50% or more in the last year.

N/A

Enrollment Data: Distance Education

7. Do you offer Distance Education?

Yes

Enrollment Data: Distance Education

2019-2020

12,729

2020-2021

24,917

2021-2022

19,342

Enrollment Data: Distance Education

7c. If your institution experienced an increase (or decrease) in distance education enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

NA

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

No

Federal Data

9. List the current Graduation Rate per the US Education Department College Scorecard:

34

10. If your college relies on another source for reporting success metrics, please identify the source (select one).

CCCCO Student Success Metrics dashboard

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.

https://www.sierracollege.edu/about-us/planning-and-governance/index.php

Institution-Set Standards: Course Completion Rates

12. Course Completion Rates

	2019- 20	2020- 21	2021- 22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	73%	73%	73%
12b. List your stretch goal (aspirational) for successful student course completion rate:	77%	77%	77%
12c. List the actual successful student course completion rate:	76%	73%	74%

Institution-Set Standards: Certificate Completion

13. Type of Institute-set standard for certificates (Please select one option from the menu):

Number-other

If Number-other or Percent-other, please describe:

Number of students earning certificate

13. Certificates

	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	500	500	500
13b. List your stretch goal (aspirational) for certificates:	500	500	500
13c. List actual number or percentage of certificates:	214	237	247

Institution-Set Standards: Associate Degree Completion

14. Type of Institute-set standard for degrees awarded (Please select one option from the menu):

Number-other

If Number-other or Percent-other, please describe:

Number of students earning degree

14. Associate Degree (A.A./A.S.)

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	2500	2500	2500
14b. List your stretch goal (aspirational) for degrees:	2728	2728	2728
14c. List actual number or percentage of degrees:	2904	2757	2478

Institution-Set Standards: Baccalaureate Degree Completion

15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No

Institution-Set Standards: Transfer

16. Type of Institute-set standard for transfers (Please select one option from the menu):

Number-other

If Number-other or Percent-other, please describe:

Increase the number of students transferring to CSU/UC by 35% compared to 2016/17.

16. Transfer

	2019- 20	2020- 21	2021- 22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1322	1322	1322
16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1491	1583	1681
16c. List actual number or percentage of students who transfer to a 4-year college/university:	1593	1729	1520

Institution-Set Standards: Licensure Examination Pass Rates

17. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program

Nursing

```
Exam (National, State, Other)

National
Institution-Set Standard (%) (Floor)

95%

Stretch (Aspirational) Goal (%)

100%

2019-20 Pass Rate

100

2020-21 Pass Rate

100

2021-22 Pass Rate
```

Institution-Set Standards: Job placement rates

18. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program

Agriculture

Institution-Set Standard (%) (Floor)

50%

97

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

83.33

2020-21 Job Placement Rate

86.67

2021-22 Job Placement Rate

85.71

Program

Business

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

57.89

2020-21 Job Placement Rate
50
2021-22 Job Placement Rate
78.95
Program
Accounting
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate
79.45
2020-21 Job Placement Rate
91.37
2021-22 Job Placement Rate
79.51
Duamana
Program
Business Administration
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate 81.82
2020-21 Job Placement Rate
81.82
2021-22 Job Placement Rate
77.92
Program
Business Management
Institution-Set Standard (%) (Floor)
F00/

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate 65.63 2020-21 Job Placement Rate 89.01 2021-22 Job Placement Rate 70.00 **Program Computer Applications** Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 89.13 2020-21 Job Placement Rate 92.31 2021-22 Job Placement Rate 75.00 **Program** Computer Information Systems Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 60 2020-21 Job Placement Rate 87.5 2021-22 Job Placement Rate 60.00 **Program** Software Development Institution-Set Standard (%) (Floor) 50%

Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 69 2020-21 Job Placement Rate 97 2021-22 Job Placement Rate 64.86 **Program** Networking Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 2019-20 Job Placement Rate 83 2020-21 Job Placement Rate 88 2021-22 Job Placement Rate 70.59 **Program** Mechatronics Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 83 2020-21 Job Placement Rate 86 2021-22 Job Placement Rate 82.6

Program

Drafting and Engineering Support

Institution-Set Standard (%) (Floor) 50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate
87
2020-21 Job Placement Rate
88
2021-22 Job Placement Rate
93.33
Program
Advanced Manuracturing
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate
92
2020-21 Job Placement Rate
94
2021-22 Job Placement Rate
87.5
Program
Photography
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
70%
2019-20 Job Placement Rate
50
2020-21 Job Placement Rate
93
2021-22 Job Placement Rate

Program

Graphic Arts

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

81

2020-21 Job Placement Rate

88

2021-22 Job Placement Rate

72.55

Program

Nursing

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

83

2020-21 Job Placement Rate

97

2021-22 Job Placement Rate

100

Program

EMT

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

78

2020-21 Job Placement Rate

2021-22 Job Placement Rate

91.67

Program

Fashion Industries

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

100

2020-21 Job Placement Rate

93

2021-22 Job Placement Rate

66.7

Program

Early Childhood Education

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

83

2020-21 Job Placement Rate

86

2021-22 Job Placement Rate

86.05

Program

Administration of Justice

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

2020-21 Job Placement Rate

92

2021-22 Job Placement Rate

73.85

Program

Fire Technology

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

91

2020-21 Job Placement Rate

97

2021-22 Job Placement Rate

93.15

Additional Comments

19. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

None

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Evidence	Description	Link
Evidence 1. First draft review mail	Description Email to senates sharing report draft	Link View evidence
2. Strat ACCJC agenda	Sept Strategic Council agenda with report as info item	View evidence
3. BOT ACCIC agenda	Sept BoT agenda accepting final report	View evidence
4. SS BSS commitments	Student Services commitments to Black student success	View evidence
5. Student Journey 2.0 - Outreach and Onboarding	Student Services onboarding plan	View evidence
6. SS dashboard	Dashboard tracking incoming students from feeder HSs	View evidence
7. 5 for \$500_ data short	Results of "5 for \$500" campaign	View evidence
8. Outreach access	Outreach to underrepresented populations	View evidence
9. Juvenile Justice Award Notification	Rising Scholars award notification	View evidence
10. NASSSP award	NASSSP award notification	View evidence
11. successful enrollment	Intent to enroll/realized enrollment tracking	View evidence
12. transfer math-english	English and math completion tracking	View evidence
13. DE headcount	Tracking Dual Enrollment enrollments	View evidence
14. DE success rates 2019-22	Dual Enrollment success rates tracking	View evidence
15. DE equity gaps	Dual Enrollment success disaggregated	View evidence
16. DE enrollment by HS	Disaggregated DE enrollment by HS	View evidence
17. DE outreach	DE outreach efforts	View evidence
18. overall course success rates	Disaggregated success 2016-23	View evidence
19. persistence since 2016	Disaggregated persistence 2016-23	View evidence
20. how to support LGBT students workshop	Supporting LGBTQ students WOW session description	View evidence
21. Unrecognized barriers workshop	Unrecognized barriers WOW session description	View evidence
22. EIW agenda	Equitable Instruction Workshop agenda	View evidence
23. FEC unit 1	Faculty Equity Certificate Unit 1 syllabus	View evidence
24. Humanizing STEM participants	List of Humanizing STEM completers	View evidence
25. Online bootup	Online Bootup session description	View evidence
26. online reboot	Online Reboot session description	View evidence
27. CRPP grant	CRPP award letter	View evidence
28. CRPP IBP Application FINAL 2-14-23	CRPP application	View evidence
29. curriculum due date	Email announcing new curriculum due dates	View evidence
30. catalog published	Catalog publication date 2023	View evidence
31. Courseleaf CIM sample	COR of course in CIM	View evidence
32. SLO tracking form	Copy of E-SLAS form	View evidence
33. SLO dashboard example	Example of course SLO dashboard	View evidence
34. eSLAS resource needs	Example of resources requested through eSLAS form	View evidence
35. training requests totals	Total requests through eSLAS	View evidence
36. Scheduling office	email announcing creation of scheduling office	View evidence
37. sample ed plan ALH	Allied Health sample education plan	View evidence
38. Alma-Primo	Alma-Primo contract	View evidence
39. Fall 2023 New Tutor Training	Tutor training information	View evidence
40. Prodev implementation	ProDev contract	View evidence
41. Kitchen remodel	Description of kitchen remodel	View evidence
42. Parking garage	Description of parking garage project	View evidence
43. Infrastructure project	Description of infrastructure project	View evidence
44. NIB	Description of New Instructional Building project	View evidence
45. Dorms	Description of student housing project	View evidence View evidence
46. Gym	Description of gym remodel project	
47. Science Building	Description of science building project	View evidence
48. Tech Center 49.P&A day	Description of Applied Technology Center project Part-time faculty stipends for WOW/P&A day	View evidence View evidence
,	Part-time faculty stipends for WOW/P&A day	
50. Online Trainings in ProDev 7-1-22 to 6-30-23	List of 2022-23 online professional developmment trainings	View evidence
51. WoW pay 52. FPD	Part-time faculty stipends for WOW/P&A day Faculty Professional Development	View evidence View evidence
53. new program review cycle	Diagram of new Program Review cycle	
54. AP 2510	AP 2510, Participatory Governance	View evidence View evidence
55. Faculty Resource Guide	Excerpt from online Faculty Resource Guide	View evidence
56. Online bootup	Online Bootup session description	View evidence
57. online reboot	Online Reboot session description	View evidence
58. Regular & Substative Interaction Form	Online interaction review form	View evidence
59. online review rubric	Effective Online Course Rubric	View evidence
60. Faculty Online Training Syllabus	Syllabus for online training	View evidence
61. DL Live announcement	Email announcing DL Live	View evidence
62. online review rubric	Effective Online Course Rubric	View evidence
63. humanize with DL	Humanize with Distance Learning course description	View evidence
64. QAC passed 3-3-23 DLIT	Online and Hybrid Quality Assurance Checks	View evidence
10 a, to passed 5 5 25 DEH		View evidence
65, snot check OL classes	[Chling class shotcheck results	
65. spot check OL classes 66. MMCV	Onling class spotcheck results Mission Vision Core Values on website	
65. spot check OL classes 66. MMCV 67. District Mission and Institutional Outcomes	Mission, Vision, Core Values on website Mission page from catalog	View evidence View evidence

69. SLO success over time	SLO dashboard	View evidence
70. planning and assessment guide	P&A facilitators' guide	View evidence
71. EEC	Webiste description of the Educational Effectiveness Committee	View evidence
72. EEC 2023 update	EEC 2023 report	View evidence
73. SLAS training requests	Training request dashboard	View evidence
74. SLO results disaggregated sample	Sample of disaggregated SLO results	View evidence
75. BSS Resourcing Request Application Psychology F22	Psychology department BSS request	View evidence
76. FOCUS	Website description of short-term BUS ADT program	View evidence
77. online reboot	Online Reboot session description	View evidence
78. Phil 4 success	Philosophy 4 success rates	View evidence
79. Spanish BSS project email	Description of Spanish BSS project	View evidence
80. ARHI project request	Art History Department BSS request	View evidence
81. SLO midcycle	SLO assessments 2019-22	View evidence
82.EEC 2023 update	EEC 2023 report	View evidence
83. new program review cycle	Diagram of new Program Review cycle	View evidence
84. FEC unit 1	Faculty Equity Certificate Unit 1 syllabus	View evidence
85. EIW agenda	Equitable Instruction Workshop agenda	View evidence
86. Online bootup	Online Bootup session description	View evidence
87. online reboot	Online Reboot session description	View evidence
88. Accessibility Review Document with Links	Accessibility review form	View evidence
89. online review rubric	Effective Online Course Rubric	View evidence
90.BSS Psychology F22	Psychology department BSS request	View evidence
91. ARHI project request	Art History Department BSS request	View evidence
92. Humanizing stem announcment	Humanizing Online STEM announcement	View evidence
93. Village PW	Website description of expanded Village pathway	View evidence
94. Program Review Template (Biology)	Sample of new program review data template	View evidence
95. SierraSupports	Sierra Supports website	View evidence
96. auto awarding email	Email announcing auto-awarding	View evidence
97. Annual report page	Annual report on website	View evidence
98. WOW data presentation	Presentation from F23 WOW	View evidence
99. strat council metrics agenda item	Metrics Strat Council agenda item F22	View evidence
100. Academic Senate metrics presentation	Metrics Academic Senate agenda item F22	View evidence
101. BOT metrics 8-23	Metrics Board of Trustees agenda item F23	View evidence
102. Metrics dashboard	Strategic Planning metrics dashboard	View evidence
103. caseload dashbboard	Sample counselor caseload dashboard	View evidence
104. Shared Competencies	Copy of Sierra College Shared Core Competencies	View evidence
106. WOW Data 1182023	Spring 23 WOW data presentation	View evidence
107. Program Review Template (Biology)	Sample program review template	View evidence
108. FEC all units	Course description FEC units 1-3	View evidence
109. EIW	Course description EIW	View evidence
110. Effective OL assessment CoP	Course description Effective Online Practicies	View evidence
111. Free CORA Trainings for Employees	Email announcing free CORA training	View evidence
112. using equity data	Workshop description using equity data	View evidence
113. WoW Humanize DL	Workshop description humanizing DL	View evidence
114. EIC syllabi	EIC Unit 1 syllabus	View evidence
115. EIW agenda	EIW syllabus	View evidence
116. formative assessment	Sample of POD formative assessment	View evidence
117. summative assessment	Sample of POD summative assessment	View evidence
118. Equity_Inclusion_Series_Analysis	Analysis of FEC effectiveness	View evidence
119. El Series Survey Writeup	Survey responses from FEC participants	View evidence
120. 2023 Annual Fiscal Report Sierra College		View evidence
	•	•

From: <u>Bocchicchio, Rebecca</u>

To: Moseley, Maya; Gobel-Cahoon, Autumn; Mendoza, Andre; Lucyga, Susan
Cc: Todd, James; Bocchicchio, Rebecca; Lehr, Randy; Moosman, Lucas; Syms, William

Bcc: Bocchicchio, Rebecca

Subject: Draft of ACCJC Midterm report for review Date: Tuesday, May 2, 2023 10:20:00 AM

Attachments:

Midterm report draft review 5-2-23.docx

Dear Sierra College Senate Presidents—

Attached is a review draft of Sierra's ACCJC midterm report for your respective Senates' comments and feedback. Please note that the content is complete but the document hasn't been formatted and has not been given a thorough proofread—I wanted to make sure you all had a chance to review before the end of the semester. The colored text indicates where the evidence will be linked in the final version; while the supporting documentation isn't attached to this draft, if you have questions about a section let me know and I can send the evidence to you.

Over the summer, this draft will be revised as needed to reflect feedback collected through this round of review. A final draft will come back to the Senates in August prior to the report being an info item at the first Strategic Council meeting of next year; it is scheduled to go to the board at the September meeting.

Please let me know if you have questions. Thank you to Donald Hunter, Autumn Gobel-Cahoon, André Mendoza, and Susan Lucyga for serving on the workgroup and to everyone who contributed to the content of the report.

Best,

Rebecca



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www.sierracollege.edu

9/6/23, 7:13 PM BoardDocs® Plus

Return to text



Agenda Item Details

Meeting Sep 08, 2023 - Strategic Council - Rocklin Campus Board Room 9:00-11:00 a.m.

Category 2. INFORMATION/ACTION ITEMS

Subject 2.1 Accreditation Mid-Term Report

Access Public

Type Information, Discussion

Public Content

Responsible Entity/Staff: Rebecca Bocchicchio, Vice President, Instruction

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that California Community Colleges submit institutional self-evaluations every seven years and mid-term reports four years thereafter in order to maintain accreditation. The college's last full Institutional Self-Evaluation Report (ISER) was submitted in July 2019 and the Mid-Term Report will be submitted to ACCJC in October 2023. The Fall 2023 Mid-Term Report will be presented for council review and discussion.

2023.09.08_ACCJC Midterm Report_Strategic Council_9-6-23.pdf (453 KB)

9/9/23, 10:57 AM BoardDocs® Plus
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Agenda Item Details

Meeting Sep 12, 2023 - September Board Meeting

Category 10. ACTION ITEMS

Subject 10.2 Accreditation Midterm Report

Type Action

Recommended It is recommended that the Board acknowledge receipt of the 2023 Accreditation Midterm

Action Report.

BACKGROUND/STATUS

The Accrediting Commission for Community and Junior Colleges (ACCJC) requires that California Community Colleges submit institutional self-evaluations every seven years and midterm reports four years thereafter in order to maintain accreditation. The college's last full Institutional Self-Evaluation Report (ISER) was submitted in July 2019 and the Midterm Report will be submitted to ACCJC in October 2023. The Fall 2023 Midterm Report will be presented to the Board.

This item is one piece of a larger agenda.

^{**}Attachments will be posted here by Tuesday 9/12/23



Sierra Supports: Student Services Commitments (Fall 2022/Spring 2023): Transformational Change for Black Success and Student Equity

In Fall 2021, Sierra College Student Services areas established commitments to transforming practices, policies, and procedures for Student Equity and Black and African American success to supplement the Sierra Supports: Proactive Strategies and the Student Journey Map. The following is an updated list for 2022-2023:

Outreach

- 1. Welcome and Next Steps Call for New (out-of-district) and Returning

 Students: Proactive calls to Black and African American students as well as all disproportionately impacted students who are new and from out-of-district or returning new students (stopped out for more than 6 or more terms) to welcome/welcome back and offer next steps support in the onboarding process.
- 2. Encourage Initial Counseling Appointment and Ed Plan: Proactive outreach to students in onboarding process who are ready for a counseling appointment, prioritizing Black and African American students, as well as all disproportionately impacted student groups, ensure they know their next step is to complete their initial educational plan with a counselor.
- 3. Partner with Village/Umoja on targeted Outreach: Coordinate schedules with Village/Umoja members for tabling events at district high schools with larger Black and African American student populations. Attend all regional (and Bay Area when available) Black and African American Community Outreach events and invite Village/Umoja members to join us.

Financial Aid

- 1. Ensure All Prospective Promise and Current Black and African American students
 Complete the Financial Aid Application Process. Proactively reach out to all prospective
 Promise <u>and</u> currently enrolled Sierra College Black and African American students, as well as all disproportionately impacted student groups, to complete the financial aid application process.
 Ensure all Black and African American students complete a FAFSA/CADA.
- 2. <u>Expand Intentional FAFSA/CADA Workshops.</u> Deliver FAFSA/CADA workshops with on campus clubs (such as BSU), special populations, and departments, with a focus on student equity, and expand similar opportunities with our High School partners.
- 3. <u>Increase Scholarship Opportunities.</u> Collaborate with Student Services to promote workshops and opportunities, especially for our Black and African American students, to complete essays for annual scholarship competition.
- 4. **Promote the Process of Professional Judgment in Financial Aid**, especially for particular groups of low-income students who may not fully qualify for a Pell Grant.

Student Engagement

- <u>Increase cultural and identity-based engagement opportunities.</u> Coordinate at least one monthly student-driven and student centers SEC engagement initiatives with a focus on the multiplicity of identities within the African Diaspora and beyond Black History Month.
- Coordinate with instruction to provide course-related student engagement. Complement academic instruction with at least one monthly guest instruction and/or presentation focused on Black Student Success in collaboration with counseling and/or instructional faculty whose course registration draws a critical mass of Black-identified students.



Sierra Supports: Student Services Commitments (Fall 2022/Spring 2023): Transformational Change for Black Success and Student Equity

Admissions and Records

- 1. Review Recommendations and Practices for Equity: Drop for Non-Payment and Balance Due: Disaggregate data of students with a balance due; proactive outreach to students; partner with student groups with outstanding balances; and continue to review and refine practices to ensure equity and success.
- 2. Review and Revision for Equity: Residency Reclassification: Proactively connect with students before they register for classes regarding their residency classification, for tuition purpose, that have been flagged as non-California residents and those that have been identified as possibly eligible for AB 540/2000/SB 68
- 3. <u>Complete Process Review and Revisions for Equity Academic Standing:</u> Review and update Academic Standing policies and procedures; collaborate with Counseling and Success Center to review data; and build proactive strategies to get students back to good standing.

Career and Transfer Connections

- 1. <u>Proactively outreach to students in career preparation</u>, prioritizing Black and African American students, as well as all disproportionately impacted students, to connect them with timely services and events.
- 2. **Proactively outreach to students with transfer goal**, prioritizing Black and African American students, disproportionately impacted students, to connect them with timely services and events
- 3. Proactive outreach to students to connect them with internship resources. Proactively outreach to students who are in a major that has a 95, prioritizing Black and African American students, disproportionately impacted students, to connect them with internship resources early
- 4. <u>Increase university and HBCU information opportunities.</u> Build university information and connection sessions with top 10 transfer schools for Spring 2022, with potential inclusion of HBCUs, with emphasis on admissions, affordability, special programs.

Nevada County Campus

• Ensure Proactive Support for the Student Journey. Counseling Team/ Support Specialist will: respond to support needed flags from instructional faculty-connect student to support or resources as needed; proactively contact students who have not registered to promote persistence; proactively review disparately impacted student records for current ed plan, check OnBase for transcripts/AP etc. that needs to be posted and sent to evaluations, FAFSA/CADA, eligibility for special pops, academic standing, DW status toward completion, address any flags; proactively case manage IA students to address academic probation, progress probation, and program pace (units attempted/units earned); target students by specific data for additional appointments, support, interventions, referrals (prioritizing disproportionately impacted and low GPA students); ensure all students have a Comprehensive Education Plan by the end of their 2nd semester, including all courses needed to complete their goal.



Sierra Supports: Student Services Commitments (Fall 2022/Spring 2023): Transformational Change for Black Success and Student Equity

Special Programs

- 1. Develop process and strategies designed to increase enrollment into special programs. Develop a proactive, streamlined, and intentional outreach process, with the potential for an automated design, for inviting and enrolling eligible prospective Black and African American students into special programs.
- 2. <u>Proactively outreach to students eligible for special programs.</u> Proactively connect with current Black and African American students who may be eligible for Special Pops programs, in collaboration with Financial Aid and the Success Center.
- 3. **Be relational.** Be relational: develop and cultivate relationships with our Black and African American students by being present with students, ensure they feel welcomed, and share about our programs at campus events that promote student registration and student engagement.

Counseling and the Success Center: <u>CommUnity</u> Framework

The CommUnity effort prioritizes equitable institutional engagement and support services for our most disproportionately impacted students at Sierra College, including <u>all</u> Black and African American, Pacific Islander, Native, and Latinx (with a HS GPA of less than 2.5). The design is centered on building relationships with students through proactive, data-informed, and culturally-responsive strategies to ensure more institutional accountability for the success of our most marginalized populations. The design differs from focusing on students who enroll in a program; rather, caseloads are constructed for a counselor and a specialist to be connected to every student, with the intention of providing a system of care, support, and belonging, reaching momentum points in the student journey, and providing additional support.

This initiative is necessarily a collaboration between counselors, the Success Center, and the entirety of Student Services, and aims to partner with instructional faculty and administrators in efforts designed to provide intentional classroom and program support. Additionally, these caseloads include students from special programs, interest areas, and our Umoja, Puente, and Wonoti programs. The Sierra College Proactive Strategies and the IA Student Journey document will be a foundational source of intentional strategies and momentum points to follow student progress. **The Village** provides support for Black and African American students; **Wonoti** provides support for Native and Pacific Islander students; **Unidos** provides support for Hispanic and Latinx students (with HS GPA less than 2.5); and the **Success Center** provides support for all Black and African American students, Native and Pacific Islander, Hispanic and Latinx students (with HS GPA less than 2.5). We are planning for an opt-in **LGBTQ+ CommUnity** for the 2022-2023 academic year.

The end result of these strategies is relatively simple: students will experience personalized holistic care, intentional support, and student engagement events throughout their Sierra College journey, from interest to completion, fostering their success. Beyond the strategies below, our counseling faculty and success specialists will help to inform the campus of the needs of the students they are working with to help shape institutional improvement and accountability, partner with Student Engagement and others to build academic and cultural programming, and collaborate regularly to share caseload work.

See document: CommUnity: Priority Equity Counseling, Support, Engagement and Belonging (2.0, 2022)

¹ - For example, a system ensuring the six success factors (Directed, Focused, Nurtured, Engaged, Connected, Valued): <u>Student Support (Re)Defined Six Success Factors</u> (RP Group)



Sierra Supports: Proactive Strategies and the Student Journey

Connection and Onboarding

Outreach

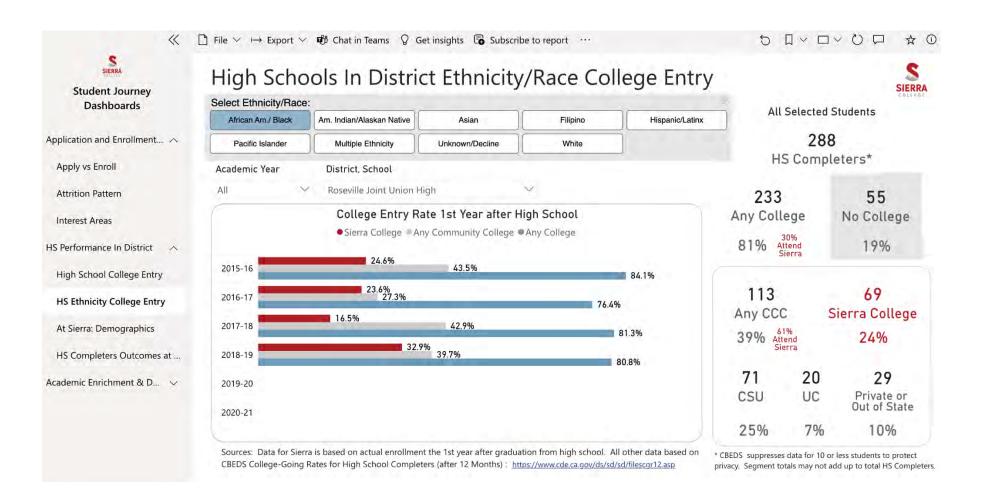
- Ensure all Dual Enrollment Special Admit students complete onboarding processes and are successfully enrolled
- Proactive case manage in-district Promise High School students applying as First-time/New through onboarding and registration process
- Ensure FAFSA/CADA for all Promise students
- Proactive calls and connections with all out-of-district First-time/New and Returning New applicants to clear holds, complete financial aid requirements, and successfully enroll
- Provide intentional referrals to Support Programs and resources to assist historically disadvantaged students: (SAS/DSPS, Umoja, Undocumented, Puente, Athletics, Veterans, Residency, ESL, non-credit, etc.)
- Proactively offer comprehensive onboarding and registration events each semester for ESL and CTE programs
- Schedule on-campus tours and events for elementary and middle school students, prospective high school and community students and special populations

Admissions & Records

- Monitor and follow up with all stuck applications in the system.
- Proactive follow up with non-Promise, non-Academic Enrichment prospective students who have applied but not enrolled.

Transition Counselors:

- Ensure students complete Career and Academic Planning Session
- Develop first semester MAP with students
- Connect students with Enrollment Specialists and Financial Aid Outreach Specialists for further registration and FA support



From: Bocchicchio, Rebecca
To: Bocchicchio, Rebecca
Subject: FW: "5 for \$500" data

Date: Thursday, April 20, 2023 7:36:32 AM

From: Vieira, Corrine <cvieira@sierracollege.edu>

Sent: Wednesday, April 19, 2023 6:36 PM

To: Bocchicchio, Rebecca <rbocchicchio@sierracollege.edu>

Subject: RE: "5 for \$500" data

Hi Rebecca.

Here are my notes on the project. Please let me know if you have any questions or need any additional information.

Goal: Leverage Outreach and Retention funds to support adult reengagement. Offer a \$500 scholarship to students who reenroll in 5 or more units. Market to our stopped out, DI students who were financial aid eligible when previously enrolled. Students will be onboarded and will be folded into our case management efforts throughout Student Services.

Notes:

Several students opted to enroll in one class. The planning team regrouped and determined that the overall goal of getting the student to return college was greater than the need for 5 units so the unit requirement was removed.

7/21/2022

Letters/invitations went out to students

9/7/2022

All of the student were contacted and encouraged to complete a FAFSA/CADA.

We decided to offer the \$500 scholarship to any student in the group who reenrolled regardless of units.

FA was provided the list of registered students

We had 49 returners for fall 2022.

- 37 are in 5 or more units
- 12 are in less than 5 units

2/7/2023

We have 59 total students for spring 2023

- 35 are returners
- 25 are continuing from spring
- 43 are in are in 5 or more units
- 14 are in less than 5 units

In total we had 74 students participate

2 graduated in fall

3 have awards in progress

Of the group that enrolled in either term:

14% Black/African American

6% Asian

1% Filipino

58% Hispanic

19% Multi-racial

2% Pacific Islander

2% Applied Tech

17% Bus and Innovation

11% Education

4% Earth and Environment

1% Lang and Lit

8% People Culture and Society

35% Public Safety Health and Wellness

17% Stem

5% VAPA

I hope this helps!

Thank you,

Corrine Vieira
Director, Student Success
916.660.7530

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Admin Systemwide Information

New? Start Here!

EVENT

WoW: Humanize with Distance Learning

Last Updated 01/05/2023 Duration 2 hours

Details

Meaningful instructor-learner relationships promote a community of interconnectedness and belonging. Come explore the principles and 8 elements of humanizing online learning environments to support the success of student scholars. In addition, learn about the latest updates in Canvas, the review process and more. Time will be available for questions and answers and to share your online facilitation challenges and accomplishments.

Provider Sierra College

Available Language(s) English (US)

Subject(s) <u>Technology</u>

Training Contact Michelle Macfarlane

(916) 660-7906

mmacfarlane@sierracollege.edu

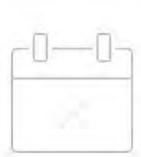
TITLE 5 Category Staff development, in-service training and instructional improvement

Show Less

Upcoming Sessions

Date (Ascending)

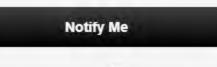
0 Sessions





WoW: Humanize with Distance Learning

EVENT



Assign

From: <u>Bocchicchio, Rebecca</u>
To: <u>Bocchicchio, Rebecca</u>

Subject: FW: trends in "equitable access"

Date: Saturday, April 22, 2023 10:29:25 AM

From: Keroher, Kylee <kkeroher@sierracollege.edu>

1. 5 for \$500 campaign -- Identified and sent personal letters to home addresses of 1300 students who had stopped out and met these criteria:

Completed between 8-59 units

- No previous awards earned
- GPA above 2.0
- Former FA recipient = Yes
- DI = Yes
- No balance due
- No out of state addresses

Call to action: Return and take 5 units, complete FAFSA/CADA and receive a \$500 scholarship for Fall 2023. Return again for Spring and get another \$500

Results for Fall group as of 12/13/22

- 47 students
 - 2 earned awards
 - 23 of the 45 registered for spring
- 22 we are calling now to encourage registration

11 new students with the attribute that did not enroll in fall but now have spring classes

- **Copied Corrine because she's been tracking this campaign more thoroughly and may have more recent data to add
- 2. "Targeted outreach to underrepresented student groups through collaboration with community and regional partners at feeder high schools and other regional outreach."

Outreach representation between September 2022 – April 2023

- 80 direct contacts Tabling at Center HS four times in Fall 2022 (invited Village)
- 25 direct contacts Latino Leadership Council Spanish Tour
- 100 direct contacts EGUSD Native American Fall Gathering
- 60 direct contacts Chico State College Motivation Day (with Wonoti / Tribal Liaison)
- 300 direct contacts Black College Expo Sacramento
- 45 direct contacts Presentations at Juvenile facilities
- 250 direct contacts Black College Expo Oakland

- 300 direct contacts Mexican Consulate Steps4College
- 15 direct contacts AfroFest
- 1300 direct contacts 23 College/Career Fairs
- 350 direct contacts 3 Community Job Fairs for CTE promotion
- 2000 direct contacts Onboarded approx. 2000 students between Fall 22 and Spring 23 for CTE Dual Enrollment classes
- 50 direct contacts Latino Family Festival
- 280 direct contacts Stockton District College Fair
- 30 direct contacts McClellan HS presentation
- 3. Call campaigns between October 2022 March 2023. Not all DI students but ensures that all students get a personal welcome call or invite to return and offered assistance
 - 794 calls New students (non-Promise)
 - 77 Returning New students
 - 3900 calls Stopped Out Fall 2022 and Spring 2023



MEMORANDUM

July 27, 2023

Memo Number ESS 23-32 Via Email

TO: Lucas Moosman, Sierra College

FROM: Dr. LeBaron Woodyard, PhD, Dean

Educational Services and Support Division

RE: Rising Scholars Network - Juvenile Justice Impacted Students Request for Application

Submission

You will receive instructions for certifying budgets and plans in Nova under separate cover after your grant is approved by the BOG at its September meeting.

Once again congratulations on receiving a qualifying score for the Rising Scholars Network - Juvenile Justice Impacted Students Request for Application grant program. If you have any questions please contact Dr. Kimberly McDaniel or Dr. LaTonya Williams at kmcdaniel@cccco.edu and lmwilliams@cccco.edu respectively.

cc: Dr. LaTonya Williams, Dean
Dr. Kimberly McDaniel, Specialist
Chelsea Esquibias, Regional Coordinator
Kellie Nadler, Regional Coordinator
Javier Rodriguez, Regional Coordinator

From: Syms, William

To: Bocchicchio, Rebecca

Subject: FW: NASSSP- Funding Update/Program Plan NOW Available in NOVA

Date: Tuesday, August 22, 2023 2:22:55 PM

From: Olson, Julie <JOlson@cccco.edu>
Sent: Wednesday, July 5, 2023 12:14 PM

Subject: NASSSP- Funding Update/Program Plan NOW Available in NOVA

Dear NASSSP Program Leads/Plan approvers/CSSOs, and CBOs,

Below you will find updated information regarding,

- NASSSP Funding allocation update
- Program Plan template now in NOVA
- Program Plan timeline
- Annual Report timeline

Funding Allocation and Update

The Chancellor's Office would like to take this time to update all 20 grantee colleges who received the NASSSP grant of funding updates. The first round of funding was released late June 2023 in the amount of \$600,000. Phase two of funding that was originally communicated to be released in 2025-2026, will now be released in February 2024. The Chancellor's Office would like all colleges to have-the one-time funding in a timely matter to support implementation and planning decisions at the college level.

As a condition of receiving funding, colleges must submit a satisfactory program plan in NOVA by **November 10, 2023** and an annual report by **July 1, 2024**. All grantee colleges must continue to submit annual plans on July 1st from 2023-2028. The Chancellor Office will provide program guidance and compliance expectations through webinars and direct communications to program coordinators. Technical assistance will also be provided to all 20 colleges to ensure implementation of all program requirements are being met. Here is a link to the updated compendium with this funding change, <u>Compendium Link</u>.

Program Plan 2023

Program Plan for 2023 is now available in NOVA. If you need access to NOVA please contact us at NASSSPinfo@cccco.edu. Program Plan webinar will be July 25, 2023, 3:00 pm -4:00 pm click here for the zoom link. During this recorded webinar the Chancellor's Office will review the Program Plan template, Annual Report, and deadline dates. Colleges will have the opportunity to ask questions at the end of the webinar. The Chancellor's Office will host Office Hours for those who have questions or need interpretation of the Program Plan, September 19, 2023 3:00 pm- 4:00 pm, click here for the zoom link. The consultants, Dr. Crystal Martinez Alire and Dr. Melissa Leal will be available to answer any questions you may have before or after both webinar and Office hours. The Program Plan for 2023 is due to the Chancellor's Office, November 10, 2023.

Annual Report 2024

Annual Report is separate from the Program Plan. The Annual Report webinar will be held in Spring 2024, along with Office Hours, specific dates TBA. The Annual Report is due to the Chancellor's Office in NOVA, July 1, 2024. The Chancellor's Office will introduce items in which the colleges need to report on in the Annual Report at the upcoming webinar on July 25, 2023. More details regarding the Annual Report will be communicated to the colleges early Spring 2024.

Key Dates

- Program Plan template release in NOVA July 5th
- Program Plan webinar July 25, 2023, 3:00 pm- 4:00 pm zoom link
- Program Plan Office Hours September 19, 2023, 3:00 pm-4:00 pm zoom link
- Program Plan Due to Chancellor's Office in NOVA, November 10, 2023
- Phase 2 funding released to counties February 2024 (\$900,000)
- Annual Report in NOVA Spring 2024
- Annual Report webinar/ Office Hours Spring 2024
- Annual Report due to Chancellor's Office in NOVA July 1, 2024

I look forward to seeing everyone in July, if you are unable to attend, the NASSSP team will send out the recording following the webinar. If you have any questions, please feel free to contact the Justine Pereira or Julie Olson at NASSSPinfo@cccco.edu.

If your college needs to update your NASSSP Lead or Contact information for NOVA please email NASSSPinfo@cccco.edu.

Thank you and take care-

Julie Olson

Pronouns- she, her, hers

Specialist

The Office of Equitable Student Learning, Experience, and Impact Educational Services and Support

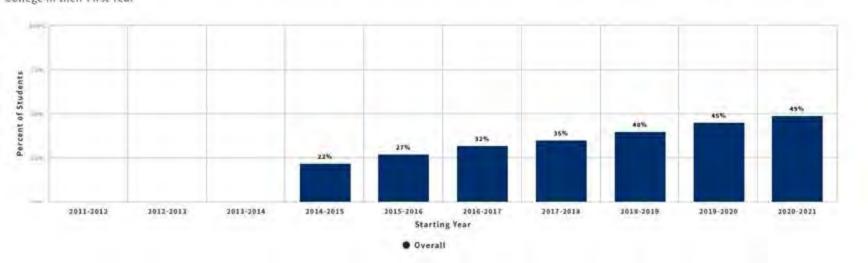
O (916) 327-8421

iolson@cccco.edu

California Community Colleges Chancellor's Office 1102 Q Street, Sacramento, California 95811 www.ccco.edu

Successful Enrollment

Among first-time applicants who indicated an intent to enroll in the selected college in the selected year, the percentage who enrolled in the Same Community College in their First Year



SUCCESSFUL ENROLLMENT

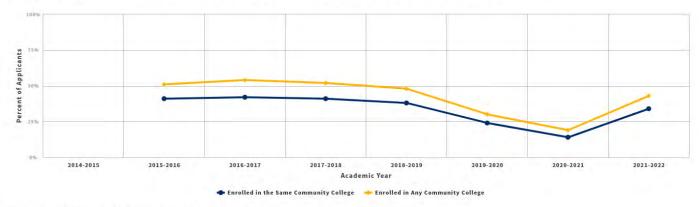
Note: Since the Successful Enrollment has been added to the Cohort View with the default view not displaying this metric, this metric will also not be displayed in the Snapshot View as the default.

▲ Do not Display Metric

Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

Applicants Who Enrolled in a Community College

Among applicants who indicated an intent to enroll in the selected college in the selected year, who indicated a goal to place them in the selected student journey, the proportion who enrolled in at least one term as a non-special admit student at a community college in the selected year

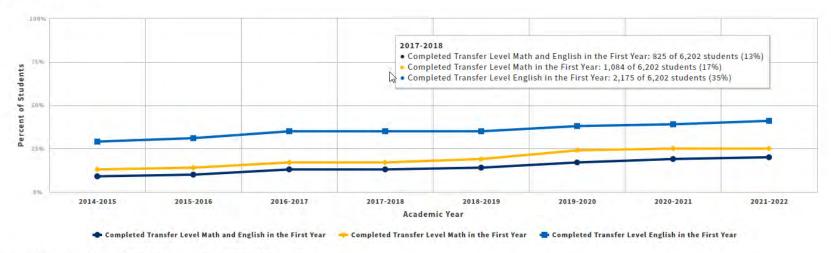


Source: Open CCC Apply, CCC Apply International, Chancellor's Office Management Information System Technical Definition

Note: The California Community College common application system, CCCApply, is the source of application data for the Successful Enrollment metrics above. The adoption of CCCApply has been incremental; so, information is not available for all colleges (not available for 32 colleges in 2014-15, for seven in 2015-16 and for three in 2016-17). The only drilldowns available for CCCApply are Ethnicity, Gender and Age, and some subgroups listed will not be available. The successful enrollment section includes all students who completed an application, based on the goal they indicated in their application, while subsequent metrics show figures based on students' informed goals after meeting with a counselor.

Completed Transfer-Level Math and English

Among students in selected student journey, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district



Source: Chancellor's Office Management Information System

Technical Definition

Note: Explore an expanded definition of the Completed Transfer-Level Math and English metric in the Metrics Under Development section.

Source: https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics

Academic	DE St	udents
Year	Headcount	Enrollments
2015-16	82	84
2016-17	449	503
2017-18	987	1382
2018-19	1732	2310
2019-20	1860	2464
2020-21	2001	2802
2021-22	2579	3651
2022-23	3231	4773
Grand Total	10567	17969
i I		

High School	¥ear	Success En	rolled 💆 Stu	dents 🔽
Adelante High School	2021-22	84.00%	25	29
Antelope High School	2021-22	94.44%	252	207
Center High School	2019-20	84.96%	113	121
Center High School	2021-22	90.37%	218	170
Colfax High School	2019-20	95.38%	130	125
Colfax High School	2021-22	96.30%	81	80
Del Oro High School	2019-20	91.46%	410	386
Del Oro High School	2021-22	91.80%	695	482
Foresthill High School	2019-20	55.56%	9	13
Foresthill High School	2021-22	81.40%	43	43
Granite Bay High School	2019-20	96.08%	51	51
Granite Bay High School	2021-22	98.46%	65	65
Independence High School	2021-22	100.00%	3	3
Lincoln High School	2019-20	100.00%	64	68
Lincoln High School	2021-22	96.30%	54	59
Nevada Union High School	2020-21	100.00%	9	11
Nevada Union High School	2021-22	100.00%	29	29
Oakmont High School	2021-22	92.04%	113	98
Online	2019-20	81.18%	271	258
Online	2020-21	90.24%	2796	2074
Online	2021-22	75.21%	609	489
Online Hybrid	2020-21	65.00%	20	21
Placer High School	2019-20	86.98%	407	351
Placer High School	2021-22	88.51%	522	400
RJUHSD Prof Dev Center	2021-22	94.74%	19	20
Rocklin High School	2019-20	97.66%	256	247
Rocklin High School	2021-22	95.56%	248	204
Roseville High School	2021-22	100.00%	87	70
Western Sierra Collegiate Acad	2019-20	97.83%	46	28
Whitney High School	2019-20	95.81%	644	431
Whitney High School	2021-22	97.92%	480	334
Woodcreek High School	2021-22	86.49%	111	117
Average		90.68%		

3						ss and Equ	ity Gaps A	LIUSS all Na	Cial/Euilli	Groups it	JI All Siella	College D	uai Ellivili	Helit Class	es (2016-20	123]			
	African A	m./ Black		n/Alaskan tive	As	ian	Filip	oino	Hispani	ic/Latinx	Multiple	Ethnicity	Pacific	Islander	Unknow	n/Decline	WI	nite	Overall Average
Academic Year	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	
2016-17	50%	-44%	100%	6%	95%	1%	100%	6%	92%	-2%	98%	3%		-94%		-94%	95%	0%	94%
2017-18	100%	10%	75%	-15%	96%	6%	97%	7%	89%	-1%	87%	-3%	67%	-23%	100%	10%	90%	0%	90%
2018-19	83%	-5%	83%	-4%	95%	7%	91%	4%	87%	0%	84%	-3%	100%	13%	89%	2%	87%	0%	87%
2019-20	75%	-6%	63%	-19%	82%	1%	81%	0%	80%	-1%	79%	-3%	73%	-8%	79%	-3%	82%	1%	81%
2020-21	85%	3%	78%	-3%	86%	5%	77%	-5%	77%	-5%	82%	0%	75%	-7%	90%	8%	83%	1%	82%
2021-22	80%	-3%	80%	-4%	87%	4%	78%	-5%	79%	-4%	84%	1%	74%	-10%	78%	-5%	84%	1%	83%
2022-23	67%	-17%	78%	-5%	86%	3%	84%	1%	82%	-1%	81%	-2%	84%	1%	75%	-9%	85%	1%	84%
Overall Average	77%	-6%	77%	-6%	87%	3%	81%	-2%	81%	-3%	82%	-1%	77%	-7%	81%	-3%	84%	1%	83%

Α	В	С	D	E	F	G
Disaggregated DE enrollment by	high school		 			
Web orbert	Downletter.	0/ - { DE 61	0/ -5110 01-1-1-			
High School	Population	% of DE Students	% of HS Students			
Adelante High School	Hispanic/Latinx	34.5%	40%			
Antelope High School	African Am./ Black	3.9%	8%			
Antelope High School	Am. Indian/Alaskan Native	0.5%	<1%			
Antelope High School	Hispanic/Latinx	20.8%	20%			
Antelope High School	Pacific Islander	2.4%	1%			
Center High School	African Am./ Black	9.4%	13%			
Center High School	Am. Indian/Alaskan Native	1.2%	1%			
Center High School	Hispanic/Latinx	27.1%	26%			
Center High School	Pacific Islander	0.6%	1%			
Colfax High School	Hispanic/Latinx	2.5%	9.70%			
Colfax High School	African Am./ Black	0.0%	0.30%			
Colfax High School	Multiple Ethnicity	11.0%	6.60%			
Del Oro High School	African Am./ Black	0.2%	0.80%			
Del Oro High School	Am. Indian/Alaskan Native	0.4%	0.90%			
Del Oro High School	Hispanic/Latinx	13.7%	11.50%			
Foresthill High School	African Am./ Black	0.2%	<1%			
Foresthill High School	Hispanic/Latinx	11.6%	14.50%			
Foresthill High School	Multiple Ethnicity	15.0%	6.70%			
Granite Bay High School	Hispanic/Latinx	16.9%	4.6%			
Independence High School	Hispanic/Latinx	33.3%	20%			
Lincoln High School	Hispanic/Latinx	25.4%	29%			
Lincoln High School	Pacific Islander	1.7%	1%			
Nevada Union High School	Hispanic/Latinx	6.9%	13%			
Oakmont High School	African Am./ Black	1.0%	3%			
Oakmont High School	Hispanic/Latinx	18.4%	20%			
Placer High School	African Am./ Black	0.5%	0.90%			
Placer High School	Am. Indian/Alaskan Native	0.5%	0.80%			
Placer High School	Hispanic/Latinx	27.3%	21.30%			
Placer High School	Pacific Islander	0.5%	0.30%			
Rocklin High School	African Am./ Black	2.0%	2%			
Rocklin High School	Hispanic/Latinx	14.2%	15%			
Roseville High School	African Am./ Black	3.4%	4%			
Roseville High School	Hispanic/Latinx	79.3%	25%			
Whitney High School	African Am./ Black	0.9%	2%			
Whitney High School	Am. Indian/Alaskan Native	0.9%	<1%			
Whitney High School	Hispanic/Latinx	19.2%	17%			
Woodcreek High School	African Am./ Black	1.7%	2%			
Woodcreek High School	Am. Indian/Alaskan Native	0.9%	1%			
Woodcreek High School	Hispanic/Latinx	15.4%	17%			
Woodcreek High School	Pacific Islander	0.9%	<1%			

From: <u>Bocchicchio, Rebecca</u>
To: <u>Bocchicchio, Rebecca</u>

Subject: FW: Evidence needed ACCJC midterm report Date: Monday, August 21, 2023 5:08:45 PM

From: Bocchicchio, Rebecca <rbocchicchio@sierracollege.edu>

Sent: Monday, August 21, 2023 5:08 PM

To: Bocchicchio, Rebecca <rbocchicchio@sierracollege.edu>

Subject: FW: Evidence needed ACCJC midterm report

P6-12: The Sierra College Dual Enrollment Program, in conjunction with the Sierra College Outreach Department, made targeted efforts to inform students from underrepresented groups about dual enrollment opportunities, and guide them through the enrollment process. Below is a breakdown of those efforts.

Targeted outreach to all, but with an emphasis on underrepresented student groups through collaboration with community and regional partners at feeder high schools and other regional outreach between September 2022 – April 2023

- 80 direct contacts Tabling at Center HS four times in Fall 2022 (invited Village)
- 25 direct contacts Latino Leadership Council Spanish Tour
- 100 direct contacts EGUSD Native American Fall Gathering
- 60 direct contacts Chico State College Motivation Day (with Wonoti / Tribal Liaison)
- 300 direct contacts Black College Expo Sacramento
- 45 direct contacts Presentations at Juvenile facilities
- 250 direct contacts Black College Expo Oakland
- 300 direct contacts Mexican Consulate Steps4College
- 15 direct contacts AfroFest
- 1300 direct contacts 23 College/Career Fairs
- 350 direct contacts 3 Community Job Fairs for CTE promotion
- 2000 direct contacts Onboarded approx. 2000 students between Fall 22 and Spring 23 for CTE Dual Enrollment classes
- 50 direct contacts Latino Family Festival
- 280 direct contacts Stockton District College Fair
- 30 direct contacts McClellan HS presentation



Director of Dual Enrollment

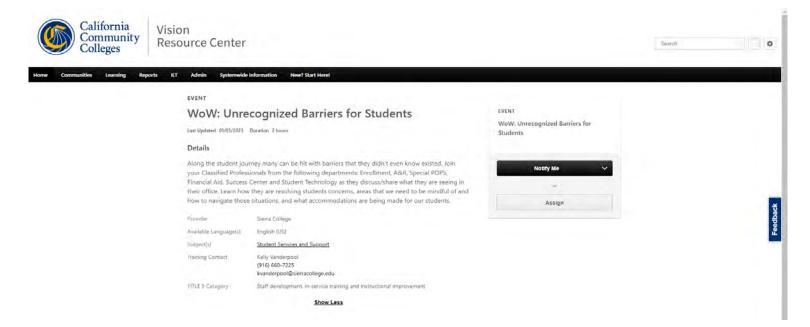
nhaikinsappiah@sierracollege.edu

Sierra College | LinkedIn

	Course Success and Equity Gaps Across all Racial/Ethnic Groups for All Sierra College Classes (2016-2023)																		
	African A	m./ Black		n/Alaskan tive	Asi	an	Filip	oino	Hispani	c/Latinx	Multiple	Ethnicity	Pacific	Islander	Unknow	n/Decline	Wh	iite	Overall Average
Academic Year	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	
2016-17	58%	-16%	70%	-5%	77%	3%	75%	1%	71%	-4%	72%	-3%	67%	-7%	84%	10%	76%	2%	74%
2017-18	58%	-16%	68%	-6%	78%	4%	75%	1%	69%	-5%	72%	-2%	66%	-8%	83%	8%	77%	2%	74%
2018-19	58%	-17%	69%	-6%	77%	2%	78%	3%	71%	-4%	75%	0%	64%	-11%	83%	8%	77%	2%	75%
2019-20	58%	-15%	67%	-6%	77%	4%	78%	5%	70%	-3%	72%	-1%	65%	-8%	72%	-2%	75%	2%	73%
2020-21	56%	-17%	64%	-9%	78%	5%	75%	2%	68%	-5%	72%	-1%	67%	-7%	76%	3%	76%	3%	73%
2021-22	58%	-17%	69%	-6%	78%	3%	77%	3%	70%	-4%	74%	-1%	63%	-12%	81%	6%	77%	2%	75%
2022-23	60%	-16%	69%	-7%	79%	3%	80%	4%	71%	-5%	77%	1%	60%	-16%	74%	-2%	78%	3%	76%
Grand Total	58%	-16%	68%	-6%	78%	3%	77%	3%	70%	-4%	73%	-1%	65%	-9%	77%	3%	77%	2%	74%

					Term-to-	Term Pers	istence an	d Equity G	aps Across	all Racial/	Ethnic Gro	ups for All	Sierra Coll	ege Classe	s (2016-202	22)									
	Africar Bla		Am. India	n/Alaskan tive	Asi	an	Filipino		Filipino		Hispanic/Latinx		Multiple Ethnicity Pacific Islande		Multiple Ethnicity		Pacific Islander		Pacific Islander		Unknown/Decline		White		Overall Average
Academic Year	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap	Ave.	Gap							
2016-17	62.9%	-7.4%	69.4%	-0.9%	71.7%	1.4%	75.4%	5.1%	71.1%	0.8%	69.8%	-0.5%	70.7%	0.4%	77.1%	6.8%	70.2%	-0.1%	70.3%						
2017-18	65.4%	-4.1%	67.5%	-2.0%	72.3%	2.8%	76.0%	6.5%	68.7%	-0.8%	70.0%	0.5%	63.8%	-5.7%	70.4%	0.9%	69.5%	0.0%	69.5%						
2018-19	63.1%	-6.3%	61.8%	-7.6%	70.0%	0.7%	74.2%	4.9%	69.5%	0.1%	69.5%	0.2%	63.9%	-5.4%	67.0%	-2.4%	69.5%	0.2%	69.3%						
2019-20	63.3%	-4.5%	66.4%	-1.3%	70.1%	2.3%	74.7%	7.0%	68.4%	0.6%	67.8%	0.0%	68.9%	1.1%	68.7%	1.0%	67.2%	-0.5%	67.7%						
2020-21	61.8%	-4.6%	57.8%	-8.6%	66.6%	0.2%	74.3%	7.9%	66.8%	0.5%	66.1%	-0.3%	64.5%	-1.9%	70.0%	3.7%	66.1%	-0.3%	66.4%						
2021-22	64.0%	-2.3%	64.8%	-1.5%	65.3%	-1.0%	71.7%	5.4%	66.9%	0.6%	66.4%	0.1%	69.3%	3.0%	65.1%	-1.2%	66.0%	-0.2%	66.3%						
Grand Total	63.4%	-4.9%	64.8%	-3.6%	69.4%	1.1%	74.3%	6.0%	68.6%	0.2%	68.3%	0.0%	66.8%	-1.5%	69.5%	1.2%	68.2%	-0.1%	68.3%						





Equitable Instruction Workshop Agenda

Day 1 Agenda: Monday, June 6th

9:00-4:30pm

- 1. Welcome and Introductions
 - A. Meet your facilitators
 - B. Meet your home group!
- 2. Why Equitizing Instruction Matters Awaken
 - A. Equity and Intersectionality
 - B. Language of Responsibility
 - C. Equity Data at Sierra College
 - D. The Value of Personal Data for Instructors
- 3. Lunch! (12-1pm, food not provided)
- 4. Our Approach: Equity Blocks and Deliverables
- 5. Building Block: Welcome
 - A. Building a Welcoming Learning Environment and Why it Matters
 - B. Equitizing Your Syllabus
- 6. Outro: Wrap Up and Check Out

Day 2 Agenda: Tuesday, June 7th

9:00-4:30pm

- 1. Morning Welcome
 - A. Check in with your home group
- 2. Building Block: Partnership
 - A. Building Rapport
 - B. Transparency, reliability, and language
 - C. Intrusive Communication
 - D. Surveying your students' needs
- 3. Lunch! (12-1pm, food not provided)
- 4. Building Blocks: Represent and Spark
 - A. Culturally Relevant content/curriculum
 - B. Image and Language audit
- 5. Outro: Wrap Up and Check Out

Day 3 Agenda: Wednesday, June 8th

9:00-4:30pm

- 1. Morning Check-In
- 2. Building Block: Elevate

- A. Warm Demander
- B. Information Processing and Active
- 3. Building Block: Demystify
 - A. Transparent assignments/ expectations
- 4. Building Block: Validate
 - A. Feedback
- 5. Deliverables and Expectations

EQUITABLE INSTRUCTION WORKSHOP FINAL DELIVERABLES

- 1. Equitized Syllabus
- 2. Classroom Welcome
- 3. Culturally Relevant Content Unit
- 4. Transparent Assignments
- 5. Scaffolding Learning Experience
- 6. Personal Professional Development Plan

Collapse All

⊕ Export Course Content

- **▼ Pre-Meeting Welcome Module**
 - Welcome

Getting Started

- Pre-Meeting To Dos
- **Canvas Settings**
- **Preparing for Success**
- Meet Your Facilitators!
- **Learning Outcomes**
- Unit #1 Completion re: FERC/Stipend/Certificate

Course Details

Additional Resources

- **Become an Equity Pro!**

Pre-Meeting Survey



Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

You are currently logged into Student View

▼ Module 1 - What do Equity and Inclusion Mean and What are We Trying to Achieve?									
Module 1 Learning Outcomes									
Meeting Content:									
i Icebreaker: Name Game									
Collective Understandings and Agreements									
Activity: Intersectional Identity Stories									
How is it going? Share out.									
Parking Lot									
Self-Guided Learning:									
Reading: CRT and the Brain Intro, Ch 1-2									
A Personal Lens: What's Your Story									
Our Identities ARE Our Superpowers!									
Empathy									
Activity: Module 1 Reflection Sep 15, 2022 0 pts	Θ								
Equity Tips for Practice									
Resetting the test student will clear	Reset Student								

you to view the course as a brand

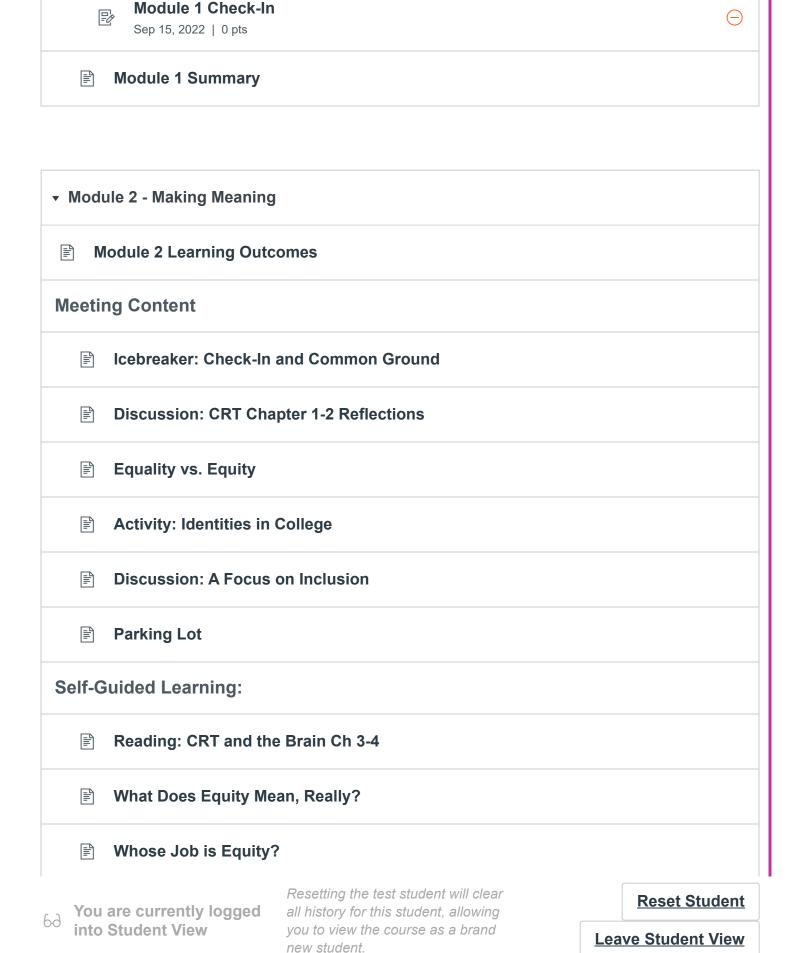
https://sierra.instructure.com/courses/355348/modules

into Student View

You are currently logged all history for this student, allowing

new student.

Leave Student View



What Does Anti-Racism Mean, Really?	
Examining Implicit/Unconscious Bias	
Glossary: Equity Terms in Higher Education	
Equity Tips for Practice Module 2	
Activity: Sharing Equity Resources Sep 29, 2022 0 pts	Θ
Module 2 Check-In Sep 29, 2022 0 pts	Θ
Module 2 Summary	

- Module 3 Group Identities
 Module 3 Learning Outcomes
 Meeting Content
 Welcome to Meeting #3
 Identification Activity
 Stereotypes Activity
 Microaggressions in depth
- You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Self-Guided Learning:					
	CRT and the Brain Reading Assignment: Chapter 5				
Î.	Culture and Education				
	Cultural Competence vs. Cultural Humility				
	Comfort Zones and Learning Edges				
il.	What Is an Equity Gap?				
	The Online Equity Gap				
	An Example of Privilege				
il.	Stereotype Threat				
	Microaggressions				
	Let's Take A Breather!				
	Introduction to Intersectionality				
il.	Intersectionality: Being a Gay Black Man or a Black Gay Man				
Î.	The Pain and Empowerment of Choosing Your Own Identity				
	Disability Identity & Communication				
	Equity Tips for Practice Module 3				

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Module 3 Summary

▼ Module 4 - Ideal Classroom **Module 4 Learning Outcomes Meeting Content Imagining the Ideal Learning Environment Discussions Sharing Discussions: Appreciative Inquiry Activity** Let's talk about the "THING" **Chapter 5 Reflections** What is Appreciative Inquiry? **Self-Guided Learning:** CRT and the Brain Reading: Chapters 6-7 A Personal Lens: Fixed vs. Growth **Humanizing Education: Connecting with Students** Caring for our students A Ratatouille Moment Panelist Questions Resetting the test student will clear **Reset Student**

all history for this student, allowing

you to view the course as a brand

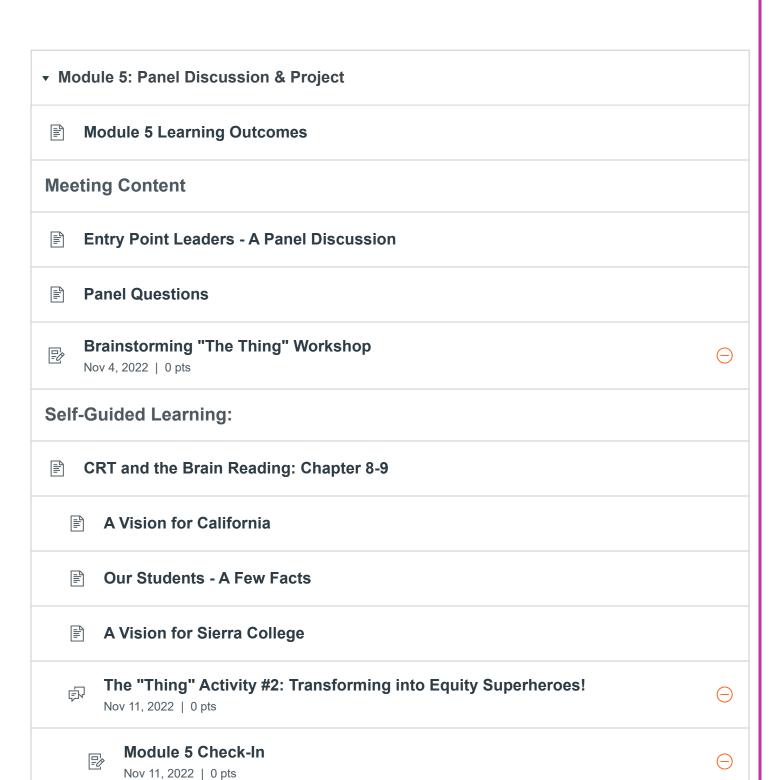
new student.

into Student View

You are currently logged

Oct 27, 2022 | 0 pts

Module 4 Summary



You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

▼ Module 6: Data Interpretation and Celebration				
Module 6 Learning Outcomes				
Meeting Content				
Compassionate Understanding as Method				
□ Data Workshop				
After our Meeting				
Activity: Let's Dig Into Our Equity Data!				
Self-Guided Learning:				
Reading Reflections: Compassionate Understanding and Street Data Webinar				
The Importance of our Voice				
The Thing Dec 9, 2022 0 pts	\ominus			
□ Let's share all the THINGS				
▼ Post-Training Module				
Post-Training Survey Dec 10, 2021	\bigcirc			
Equity Tips for the Beginning of the Semester				

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

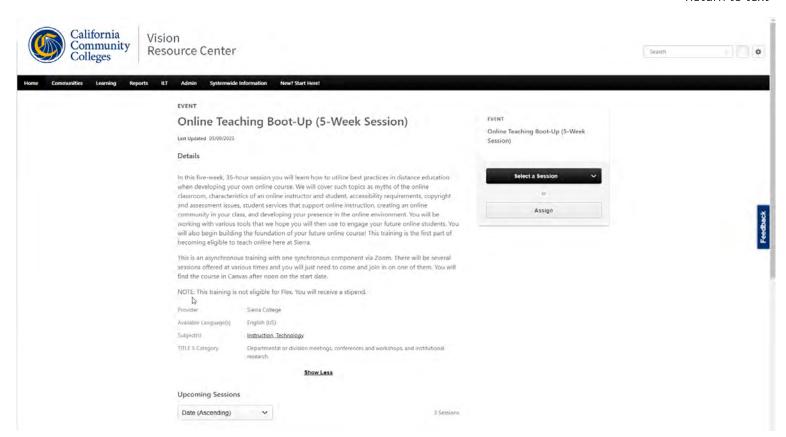
Reset Student

You are currently logged into Student View

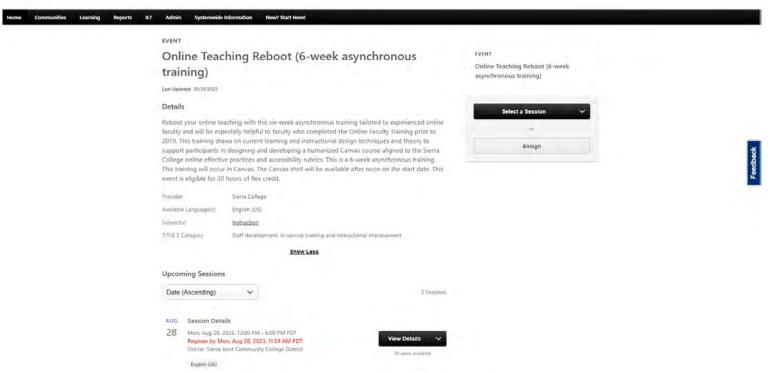
Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

		Who if								
		funding th			My first					
Registered				My last name is:	_	PT/FT	Select Your Cohort	Course to humanize	Disipline	modality
TRUE TRUE	TRUE TRUE	Grant Grant	Sierra College Sierra College		Michelle April	FT FT	Sept-Oct 2022 Oct-Nov 2022			
TRUE	TRUE	Grant	Sierra College		Adriel	FT	Oct-Nov 2022			
TRUE	TRUE	Grant	Sierra College		Mithia	FT	Oct-Nov 2022			
TRUE	TRUE	Grant	Sierra College		Heather	FT	Oct-Nov 2022			
TRUE	TRUE	Grant	Sierra College	Stevens	Kimberlee	PT	Oct-Nov 2022			
TRUE	TRUE	Grant	Sierra College	Krissy	Gilbert	FT	February 6 - March 19	ESS 8: California Water	Environmental Sciences & Sustainability	Asynchronous online
TRUE	TRUE	Grant	Sierra College	Shannon	Spears	FT	February 6 - March 19	AGRI 221: Intro to Soil Science	Agriculture	Hybrid (a mix of on campus and online interactions)
TRUE	TRUE	Grant	Sierra College	Kolathu Parambil	Sudha	FT	March 6 - April 16, 2023	Math 27	Mathematics	Asynchronous online
TRUE	TRUE	Grant	Sierra College	Holdgate	Matthew	FT	March 6 - April 16, 2023	Biol 5: Human Anatomy	Anatomy & Physiology	Asynchronous online
TRUE	TRUE	Grant	Sierra College	Albumalalah	Aoss	FT	March 6 - April 16, 2023	Biology 5 Anatomy & Biology 6 Physiology	Biology/ Anatomy & physiology	Asynchronous online
TRUE	TRUE	Grant	Sierra College	Kolster	Monique	FT	March 6 - April 16, 2023	Biology 2: Botany	Biology	Hybrid (a mix of on campus and online interactions)
TRUE	TRUE	Grant	Sierra College	Kurnett	Sue	FT	March 6 - April 16, 2023	Chem 1B	Chemistry	Hybrid (a mix of on campus and online interactions)
TRUE	TRUE	Sierra	Sierra College	Westover	Marie	PT	March 6 - April 16, 2023	Bio55	Biology	Asynchronous online
TRUE	TRUE	Sierra	Sierra College	Gunhan	Emine	FT	March 6 - April 16, 2023	Biology 6: Human Physiology	Biology	Hybrid (a mix of on campus and online interactions)
TRUE	TRUE	Sierra	Sierra College	Smith	Donna	FT	March 6 - April 16, 2023	Math 12 - College Algebra, or Math 30 - Calc I	Mathematics	Hybrid (a mix of on campus and online interactions)
TRUE	TRUE	Sierra	Sierra College	Donald	Pierce	PT	March 6 - April 16, 2023	Visual Basic .NET 1	Electrical/Electronic Engineering	A mix of asynchronous and synchronous online
						FT				
TRUE	FALSE	Sierra	Sierra College	Clemens	Keri	FT	May 22 - July 2, 2023	Chem 2A	chemistry	Hybrid (a mix of on campus and online interactions)
TRUE	FALSE	Sierra	Sierra College	Charles Mad	Lyudmila	FT	May 22 - July 2, 2023	Math 13 - Elementary Statistics	mathematics	Asynchronous online
TRUE	FALSE	Sierra	Sierra College		Jason	FT	May 22 - July 2, 2023	Chemistry 2A: Allied Health Chemistry	Chemistry	Hybrid (a mix of on campus and online interactions)
11102	17,202	Ololia	Ciona Conogo	Oldinarii.	545511		, may 22 - 5aly 2, 2525	chemically 27 t. 7 and Trouble Chemically	- Chemical y	Tryona (a mix or on bampao ana cimile intolactione)
TRUE	FALSE	Sierra	Sierra College	ALY	MOHAMED	FT	May 22 - July 2, 2023	BIOL5/55	Human Anatomy and Physiology	Hybrid (a mix of on campus and online interactions)
TRUE	FALSE	Sierra	Sierra College	Thomas-Lane	Ishtar	FT	May 22 - July 2, 2023	Bio 6: Human Physiology	Anatomy and Physiology	Asynchronous online
TRUE	FALSE	Sierra	Sierra College		Kwame	FT	May 22 - July 2, 2023	Bio 1: General Biology	Biology	Hybrid (a mix of on campus and online interactions)
IIIOL	17,202	Ciona	S.ona Conege	Londin	. cramo			2.0 1. Control Diology		Typina (a fine of on outlines and offine interactions)
TRUE	FALSE	Sierra	Sierra College	Rhiannon	Porter	FT	May 22 - July 2, 2023	Chem 3B	Chemistry	Hybrid (a mix of on campus and online interactions)
TRUE	FALSE	Sierra	Sierra College	Mieke	San Julian	PT	May 22 - July 2, 2023	Math 13/Psyc 142: Psychology Statistics	Statistics in Psychology	Asynchronous online







From: <u>Chief Instructional Officers</u> on behalf of <u>Chancellor"s Office of Communications</u>

To: <u>CIO-ALL@LISTSERV.CCCCO.EDU</u>

Subject: Notification of Intent to Award: Culturally Responsive Pedagogy and Practices; Innovative Best Practices Grant Awards

Date: Monday, April 24, 2023 3:49:53 PM

Attachments: <u>image001.png</u>

memorandum-cccco-crpp-ibp-notice-of-intent-to-award-a11y.pdf



MEMORANDUM April 24, 2023

Via Email

TO:

Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Chief Human Resource Officers

FROM:

Dr. Siria Martinez, Assistant Vice Chancellor, Student Equity and Success

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Dr. Daisy Gonzales, Interim Chancellor

Dr. Lizette Navarette, Interim Deputy Chancellor

RF.

Notification of Intent to Award for FY 2023-25 Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices Grants

This memorandum is a formal notification of the intent to award the Culturally Responsive Pedagogy & Practices Innovative Best Practices Grants (CRPP IBP Grants) by the Chancellor's Office Institutional Effectiveness Division (IE).

Due to the competitive nature and the quality of applications, as well as the ongoing commitment to (DEIA)-minded and culturally competent professional development training for faculty, the Chancellor's Office has allocated additional funding for this grant fund. As a result, the Chancellor's Office is awarding a total of \$17,374,279 in CRPP IBP grant awards to a total of 59 colleges.

IE acknowledges the quality of applications submitted and the proposed activities to meet the requirements of the CRPP IBP Grants RFA. Pending Board of Governor's approval in May, as well as the availability of funds, grant commencement will be June 15, 2023. These grants will not be formally awarded until after Board of Governors' approval, and institutions included in this notification should not make public statements indicating the receipt of funding until after Board of Governors' approval. A list of the awarded project applications and the funding amount can be found in the "Intent to Award" table starting on page 2.

Grant Overview

The CRPP IBP Grants are competitive, one-time grants to aid institutions that develop innovative Diversity, Equity, Inclusion, and Accessibility (DEIA)-minded and culturally competent professional development training for faculty. Trainings should focus specifically on nurturing the development of culturally responsive pedagogy and classroom practices for disproportionately impacted and

underrepresented communities. The goal of the CRPP IBP Grants is to develop DEIA-focused professional development opportunities to upskill faculty and successfully expand their capacities to serve students, improving students' experiences and outcomes.

Grant Awards

All applications were reviewed and competitively scored. Outlined in the "Intent to Award" table are grant awards by college, proposal title, and award amount.

Protest of Awards

Applicants have ten (10) business days from the day this memorandum is distributed and posted online to submit a letter of appeal signed by an authorized person. If an appeal is entered during this period, the grants affected will not be awarded until the appeal is resolved. Appeals shall be limited to the grounds that the Review Committee failed to correctly follow the specified processes for reviewing the application, indicating the specific process(es) in dispute. Incomplete or late protests will not be considered. The appeal must specify the grounds of appeal and must be based on the process and/or procedures used in the review and recommendation of application for awards. Protests should be submitted to the Chancellor's Office at the following email address: khenderson@cccco.edu by 5 p.m. on the 10th day after posting.

Next Steps

The Chancellor's Office reserves the right to adjust awards based upon the availability of funds, or fund applications at a lesser amount if it determines, at its sole discretion, that the application can be implemented with less funding, or if funding is not sufficient to fully fund awards. Before the execution of a grant agreement, Chancellor's Office staff may contact institutions receiving funding to request adjustments or modifications to the proposal and/or budget.

For questions regarding the CRPP IBP Grant awards, please contact Dr. Krystal Henderson, Grant Monitor at khenderson@cccco.edu.

Intent to Award

College	ollege Proposal Title	
		Amount
American River College	American River College Learning Innovation and	\$299,730
	Institutional Equity (LINE) Institute	
Berkeley City College	Changing Approaches, Transforming Lives: Implementing	\$290,650
	Asset-Based Equity Minded Pedagogy & Practices	
Butte College	Humanized Online Teaching at Butte College	\$300,000
Cabrillo College	Cabrillo CRPP IBP 2023 Grant Application	\$300,000
Cerritos College	Cerritos College Equity in the Classroom	\$285,450
Chabot College	Chabot College Local DEIA Professional Development	\$300,000
	Expansion Project	
Chaffey College	2023 Chaffey College Culturally Responsive Pedagogy &	\$204,000
	Practices Innovative Best Practices (CRPP IBP) Grant	
Coastline Community	Coastline College - DEIA-Focused Professional	\$299,937
College	Development Training Project	
College of Marin	Culturally Responsive Pedagogy Grant Application_College	\$299,500
	of Marin	
College of San Mateo	CSM CRPP IBP Grant	\$299,231
College of the Canyons	SCCCD CRPP Project	\$300,000
College of the Redwoods	Redwoods CRPP IBP	\$300,000
Columbia College	Columbia College Culturally Responsive Pedagogy	\$300,000
	Initiative	
Cuesta College	Cuesta College Culturally Responsive Pedagogy and	\$299,966
	Practices	
Cuyamaca College	Equity Pedagogy and Practice Academy & Peer Online	\$298,854
	Course Review	
East Los Angeles College	ELAC CRPP Innovation	\$298,338
El Camino College	Facilitating Faculty Growth to Support Success of All	\$255,130
	Students: The Equity Minded Teaching Institute	

Folsom Lake College Foothill College	Folsom Lake College Culturally Responsive Pedagogy Grant Amplifying Efforts to Increase Sense of Belonging Through CRPP	\$191,47 \$300,00	
Fresno City College	Fresno City College Culturally Responsive Pedagogy & Practices Grant	\$300,00	
Fullerton College	Fullerton College Course Redesign for Equity (CoRE) Program	\$300,00	
Glendale Community College	CRPP Project - Glendale College	\$300,00	
Golden West College	Closing GWC Retention and Completion Equity Gaps Through Inclusive Professional Development	\$300,00	
Grossmont College	Launching Grossmont's Faculty Equity & Innovation Institute	\$299,88	
Hartnell College	CRPP IBP RFA Culturally Responsive Pedagogy & Practices; Innovative Best Practices Grants	\$299,30	
Lake Tahoe Community College	Lake Tahoe Community College Cultural Fluency Teaching Academy	\$300,00	
Long Beach City College	LBCC Culturally Responsive Pedagogy & Practices Proposal	\$262,33	
Los Angeles City College	LACC Culturally Responsive Pedagogy Project	\$299,25	
Los Angeles Pierce College	EDIT Initiative	\$300,00	
MiraCosta College	MiraCosta College CRRP Data Inquiry for Anti-Racist Classrooms	\$300,00	
Mission College	Equity-Minded Transformation through Sustained Faculty Learning	\$298,37	
Monterey Peninsula College	Monterey Peninsula College Innovative Curriculum Institute	\$300,00	
Moorpark College	Moorpark College CRPP IBP	\$300,00	
Moreno Valley College	Moreno Valley College CRPP Project	\$299,92	
Mt. San Antonio College	Integration of College-wide DEISAA Programs for Student Success at Mt. San Antonio College (Mt. SAC)	\$300,00	
Mt. San Jacinto College	Mt. San Jacinto College CRPP IBP	\$297,17	
Napa Valley College	Center for Equity and Excellence in Teaching and Learning– Culturally Responsive Pedagogy Training	\$300,00	
Orange Coast College	Orange Coast College's Culturally Responsive Curriculum and Pedagogy Initiative		
Palomar College	Palomar CCD Faculty Cultural Curriculum Teaching Institute 2023-2025	\$299,90	
Pasadena City College	Pursuing Critical Consciousness Through Pedagogical Partnerships and Community-Based Learning	\$300,00	
Rio Hondo College	Culturally Responsive Pedagogy	\$299,98	
Sacramento City College	Equity Pathways	\$300,00	
Saddleback College	Saddleback Equity Allies: Student Success through Allyship and Equity-minded Syllabus	\$300,00	
San Diego City College	Promise Pathways Culturally Responsive Pedagogy & DEIA Practices Integration: San Diego City College	\$300,00	
San Diego Continuing Education	SDCCE CRPP IBP Equity-Focused Data & Pedagogy Project	\$300,00	
San Diego Miramar College	Miramar College - CRPP - CREATE: Culturally Responsive Educators Academy & Training for Equity	\$300,00	
San Jose City College	SJCC Culturally Responsive Pedagogy & Practices Innovative Best Practices	\$300,00	
Santa Barbara City College	The Affective Learning Institute: Transforming SBCC's Teaching Culture Through CRPP	\$299,92	
Santa Monica College	Culturally Responsive Pedagogy and Practices Grants (Santa Monica College)	\$300,00	
Shasta College	Shasta College Equity In Teaching and Learning	\$300,00	
Sierra College	Sierra College's CRPP IBP Application	\$299,75	
Skyline College	Equity Scholars: Fostering Culturally Responsive Teaching through Faculty Peer Mentoring	\$296,32	
Solano College	Solano College CRPP IBP Project	\$300,00	
Ventura College	Ventura College Culturally Responsive Innovative Practices Expansion Project	\$300,00	

Victor Valley College	Hone your CRAFT: Culturally Responsive Andragogy Faculty Training	\$300,000
West Hills College at Lemoore	WHCL CRPP IBP	\$300,000
West Hills College Coalinga	WHCC CRPP IBP	\$300,000
West Los Angeles College	WLAC's Data-Driven Approach to Redesigning Online Learning to Improve Success for Black Students	\$300,000
West Valley College	Inclusive and Equitable Teaching Community of Practice	\$299,919

Attachment:

• memorandum-cccco-crpp-ibp-notice-of-intent-to-award-a11y.pdf

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Culturally Responsive Pedagogy & Practices Innovative Best Practices (CRPP IBP) Grant Application – Draft 2/8/23

Application Description

Sierra College has long recognized and is committed to improving practices in learning environments to meet the needs of all students, especially those from underrepresented populations with recognized gaps. In response to the goals outlined in *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*, Sierra College specifically prioritized the goal of reducing and eliminating equity gaps across all metrics, which resulted in an increase in resources over the last five years that support faculty and staff in their work toward providing equity for underrepresented students.

The college is especially committed to providing faculty with learning opportunities to develop and create culturally responsive and equitable learning environments. This is in line with one of the recommendations in *Recovery with Equity: A Roadmap for Higher Education after the Pandemic*. In this report, the Taskforce identified four guiding principles, one of which is particularly relevant to the purposes of the CRPP IBP grant: Fostering Inclusive Institutions. The goal of this particular guiding principle is that "By 2030, learners of all backgrounds will report that they feel valued, supported, and affirmed at their institutions; that faculty are adept at creating courses that are responsive to and build upon the unique experiences, needs, and talents of all learners; and that post-secondary institutions actively support their academic success and career readiness" (*Recovery with Equity: A Roadmap for Higher Education after the Pandemic*, pg. 14).

One of the Taskforce's recommended strategies to achieving the goal of fostering inclusive institutions is through intentional professional development resources and institutional supports to develop and create inclusive, equitable, and culturally responsive learning environments to better serve diverse groups of learners. Sierra College already provides professional learning opportunities in equitable instructional practices through various institutions, workshops, communities of practice, tenure-track faculty onboarding academy, and other professional development offerings. With the support of the Culturally Responsive Pedagogy & Practices Innovative Best Practices (CRPP IBP) grant, Sierra College will build upon and improve the efficacy and accessibility of its current faculty professional development offerings and achieve its goal of eliminating equity gaps at the college.

Application Narrative (25 points)

1. Describe the problem or issue regarding retention and completion for diverse students at your institution. Describe the classroom experiences and curricular areas to be addressed, including supporting data and evidence of need.

Since the 2019-2022 SEAP Student Equity Plan initiatives were implemented, Sierra College has made progress regarding equity gaps still experienced by underrepresented populations. Below

is an excerpt from Sierra College's 2022-2025 Student Equity Plan that describes where the college currently resides regarding its disparately impacted student groups:

"Specifically, over the course of the 2019-2022 Student Equity and Achievement Program cycle, we realized significant programs for disproportionately impacted groups. For transfers to four-year institutions, we were able to close gaps for all groups except LGBTQIA+ students...while Black or African American students still experience a disproportionate impact in enrollment, we have seen positive growth in the population between 2019-2022. Completion rates of transfer-level math and English have also continued to grow, and the 2019-2022 cycle clarified the need to create race-specific interventions for Black or African American students."

However, there is still work to be done. As an example, here is a comparison of success and retention data for various student groups for Fall 2021:

Course Success

Overall average: 75%

African American/Black: 56.6%

American Indian/Alaskan Native: 66.4%

Hispanic/Latino: 69.2%

Asian: 76.4% LGBTQ+: 65.4% White: 75%

Course Retention

Overall average: 86.7%

African American/Black: 80.2%

American Indian/Alaskan Native: 78.5%

Hispanic/Latino: 85.4%

Asian: 88.5% LGBTQ+: 80.6% White: 87.3%

While there are gaps in course retention, the larger equity disparities occur in course success. In *Teaching Men of Color in the Community College*, authors J. Luke Wood, Frank Harris III, and Khalid White note that relationship building, culturally relevant content, opportunities for critical reflection, collaborative experiential learning, and equitable assessments are practices that will best support the classroom experience for men of color. The professional learning opportunities outlined below will address these areas from an inclusive and equitable framework that will benefit the college's disparately impacted populations.

- 2. Describe the innovative DEIA intervention that you wish to pilot or expand/improve.
- Describe your proposed project goal, purpose, and scope. How might the proposed interventions improve the outlined DEIA issues? Include supporting data and evidence, and justification for proposed intervention.

• Explain how the proposed intervention addresses the diverse identities of the students in your classrooms.

The college's proposed project will build on existing interventions while also acknowledging the changing needs of students in our post-pandemic environment. Each separate professional learning intervention has the common outcome of providing faculty with the skills necessary to provide inclusive and culturally responsive teaching for diverse students in different instructional modalities. Redesigning classrooms using an equity framework will also achieve Sierra College's goal of closing and eliminating equity gaps for diverse groups of students.

The college is proposing professional learning opportunities that address both the in-person and remote learning environments. Here are the college's five planned interventions:

- 1. Equitable Instruction Workshop (EIW) This is a 3-day workshop based on the Long Beach City College (LBCC) Cultural Curriculum Audit model. The college piloted its first EIW in Summer 2022 and is now working toward revising this first effort to better equip faculty with the skills to meet the needs of underrepresented students.
- 2. Equity & Inclusion Faculty Certificate Series In 2018, the college tasked three faculty with the development of an intentional and in-depth equity training for faculty. The result was a 3-part course, with each part consisting of 54 hours of synchronous and asynchronous work. In Unit 1, participants reviewed data about student equity gaps, explored theories about increasing equity and inclusion, and learned strategies to begin implementing equity-minded practices in their own learning environments, including the inperson classroom, online, and student services environments. In Unit 2, participants utilized the Understanding by Design framework to develop equity-minded, culturally responsive, and learner-centered materials, strategies, and practices for their learning environments. In Unit 3, participants assessed, reflected upon, and revised their own materials, strategies, and practices utilizing an equity lens. Over 200 faculty have taken at least 1 unit in the certificate series, and the participant feedback has been encouraging. However, considering the changing education landscape due to the twin pandemics and data that currently suggests that the certificate series did not result in an increase in success and retention rates, the college has already begun the process of re-envisioning the certificate series to be an effective intervention for faculty and to better complement other faculty equity professional development.
- 3. Humanizing Online STEM Academy Some of the college's largest equity gaps are in STEM courses. A cohort of Sierra College STEM faculty and staff participated in the Humanizing Online STEM Academy in Fall 2022, which was a six-week long, 10 hours per week institute. One of the projects proposed here is developing and adapting the curriculum to provide this opportunity to additional Sierra College STEM faculty.
- 4. Humanizing Online Instruction Equity gaps for online instruction in disciplines other than STEM exist as well. The college is also proposing a Humanizing Online Instruction Academy for non-STEM faculty.

- 5. Scaffolding of Trainings A vital consideration regarding any professional learning training is accessibility. Sierra College is no different from other community colleges in that many of its courses are taught by part-time faculty. Taking into account the needs of part-time faculty, proposed here is the development of less time intensive, yet still effective, professional development offerings that will scaffold learning that supports and is focused on the creation of inclusive learning environments. The scaffolded trainings will be based on one of the other four projects listed above, and topics will focus on elements that are most crucial to an inclusive and equitable learning environment. The scaffolded trainings are as follows:
 - a. DEI in curriculum, including integrating OER resources
 - b. Equitable assessments
 - c. Creating community/classroom welcome (i.e., building rapport, intrusive communication, surveying your students' needs, etc.)
 - d. Scaffolding learning experience/backward design
 - e. 2-3 scaffolded trainings from the Humanizing Online STEM Academy and Humanizing Online Instruction

These proposed professional learning opportunities will address the diverse identities of students by focusing on "ways that we can build a sense of community and connection in the classroom so that it supports the social, emotional, and intellectual safety of all students of color" and that will enable instructors to use the classroom as a "critical container for empowering marginalized students" (*Culturally Responsive Teaching & The Brain*, Zaretta Hammond, pg. 142-143).

3. Describe your program model and methodology, and evidence that supports your proposed DEIA approach will result in achieving outlined outcomes.

The two models the college is using to inform its proposed professional learning projects have evidence that indicates both are effective at closing and eliminating equity gaps for underrepresented student populations.

As it was previously mentioned, EIW is a workshop adapted from the Long Beach City College (LBCC) Cultural Curriculum Audit model. The LBCC training began as a collective effort between faculty, research, and administration. LBCC's workshop was open to full- and part-time faculty to redesign their courses for student equity and success and included topics such as examining course-level student success data, syllabi re-envisioning, and creating culturally relevant curricula. The early findings of the program's initial cohort's course-level student success data show a 9% course-level success rate increase for LBCC's Black, LatinX, and Pacific Islander students.

Additionally, the Humanizing STEM Academy reports the following preliminary results from a qualitative research study that shows that participating in the Academy is linked with the following:

- Student belonging, with higher measures reported among Black, Hispanic,
 Native American, and Pacific Islander students,
- Increased faculty self-efficacy with teaching online,
- Improved faculty perceptions of the role instructors play in improving student achievement and on closing equity gaps,
- Heightened awareness of students' individual experiences,
- Increased flexibility and approachability, and
- Increased instructor-student and student-student interaction.

These two models, which Sierra College will use to inform its own professional learning offerings, and other relevant information (e.g., the *DEI in Curriculum: Model Principles and Practices* document) will ground Sierra College in evidence-based methodology that supports the development of inclusive and culturally responsive classrooms. The offerings will be evaluated for statistical effectiveness throughout the term of the grant and on a continual basis thereafter by the college's Research department.

Workplan: Objectives, Activities & Outcomes (35 points)

Describe the activities and strategies that will be implemented to address the Problem Statement and to achieve the Project Goals. In building the workplan, which is, essentially a project implementation roadmap, the following must be clearly explained:

2.1 What are the major goals to be achieved to reach the expected DEIA outcomes for the project?

For each of the five projects below, there are two overarching outcomes:

- 1. Provide faculty with the skills to develop and create inclusive and culturally responsive learning environments.
- 2. Demonstrate and incorporate into individual curriculum practices that positively impact disproportionately impacted and underrepresented student communities.

Each project's participant outcomes and institutional goals are indicated in the bulleted list under the title of each activity.

Equitable Instruction Workshop (EIW)

Participant Outcomes

- Develop an equitized syllabus.
- Create a welcoming classroom environment.
- Incorporate culturally relevant content into the class curriculum.
- Prepare transparent assignments.
- Create a scaffolding learning experience for students.

 Prepare a professional development plan to continue self-reflection and the continual development of an inclusive and culturally responsive classroom.

Institutional Goals

- 50 full- and part-time faculty complete EIW in 2023-2025.
- Increase in individual success and retention data for faculty participants after a year of implementing intervention strategies learned in EIW.

Equity & Inclusion Faculty Certificate Series

Participant Outcomes

- Unit 1 Provide a foundation for faculty to understand and utilize an equity framework in their learning environments.
 - Examine how our (intersectional) identities impact practice; articulate applicable meanings of equity and inclusion concepts in our learning environments.
 - Implement equity-minded strategies and practices in our learning environments to decrease equity gaps.
 - Examine group identities and how they affect mental models and stereotypes in community college learning environments.
 - o Identify barriers to student success by envisioning the ideal classroom.
- Unit 2 The college is currently re-envisioning Unit 2 to mirror the information presented in EIW. This is to provide faculty with another modality to participate in the training to increase accessibility for participation. Thus, the goals for Unit 2 are the same as what is presented above for EIW.
- Unit 3 Unit 3 is currently being revised to be a community of practice instead of a 54-hour facilitated training. The goals are as follows:
 - Assess the interventions that were developed in Unit 2 (or EIW) and implemented into the learning environment.
 - In collaboration with other faculty, review the available data, reflect upon what occurred, and come up with an analysis for the outcomes of the interventions.
 - o Based on personal assessment and group reflection, revise materials, strategies,

<u>Institutional Goals</u>

- 180 full- and part-time faculty complete at least one of units in the certificate series in 2023-2025.
- Increase in individual success and retention data for faculty participants after a year of implementing intervention strategies learned in the E&I faculty certificate series.

Humanizing Online STEM Academy

Participant Outcomes

- Support the affective dimensions of learning to improve the STEM academic pathway for all students.
- Become an approachable online instructor.
- Become a warm demander.
- Build a learning community.
- Create a teaching presence in the online learning environment.

Institutional Goals

- 30-40 full- and part-time STEM faculty complete the academy in 2024.
- Increase in individual success and retention data for faculty participants after a year of implementing intervention strategies learned in the Humanizing Online STEM Academy.

Humanizing Online Instruction

Participant Outcomes

- Discuss and understand research findings that link a caring instructor to online student success and social presence with increased student interactions.
- Become an approachable online instructor.
- Become a warm demander.
- Build a learning community.
- Create a teaching presence in the online learning environment.

Institutional Goals

- 30-40 full- and part-time non-STEM faculty complete this training in 2024.
- Increase in individual success and retention data for faculty participants after a year of implementing intervention strategies learned in the Humanizing Online Instruction training.

Scaffolding of Trainings

Participant Outcomes

• The project goals for each of the scaffolded trainings will mirror the goals listed in the previous four professional learning opportunities.

Institutional Goals

- 30 full- and part-time faculty to complete a first session of each scaffolded training as they are developed.
- 2.2 Describe the activities that will need to be undertaken to achieve the stated goal. Explain what strategies will be used to ensure participation in the proposed activities/interventions.

Project activities are indicated in the bulleted list under the title of each activity.

Equitable Instruction Workshop (EIW)

- Plan for a three-day long intensive workshop that is divided into 9 learning modules.
- Recruit facilitators and presenters.
- Advertise and recruit participants. Include in the marketing that participants will be paid a \$1000 stipend upon completion of 6 artifacts and that support by the facilitators after the workshop will be provided.
- Plan the logistics for the training (e.g., reserve rooms, print training materials, arrange for food, etc.)

Equity & Inclusion Faculty Certificate Series

- Develop a regular schedule of the trainings to be offered on an annual basis. This will allow faculty to more easily plan on when it would be an appropriate time to participate in one of the faculty certificate series sessions.
- Revise Units 2 and 3.
- Recruit facilitators.
- Advertise for and recruit participants. Include in the marketing that participants will
 receive the appropriate stipend compensation upon completion of the training
 requirements.
- Plan the logistics for the training (e.g., reserve rooms, print training materials, arrange for food, etc.)

Humanizing Online STEM Academy

- In 2023-2024, develop a Humanizing Online STEM Academy for Sierra College STEM faculty. Recruit faculty to develop this training.
- Recruit facilitators.
- Negotiate possible compensation.
- Offer this training in Spring or Fall of 2024.
- Advertise and recruit participants once the training is developed.

Humanizing Online Instruction

- In 2023-2024, develop a Humanizing Online Instruction training for Sierra College faculty. Recruit faculty to develop this training.
- Recruit facilitators.
- Negotiate possible compensation.
- Offer this training in Spring or Fall of 2024.
- Advertise and recruit participants once the training is developed.

Scaffolding of Trainings

For 2023-2024

- Recruit faculty to develop the following trainings:
 - o DEI in curriculum, including integrating OER resource
 - Equitable assessments

- Recruit facilitators.
- Negotiate possible compensation.
- Offer these trainings in Spring of 2024 or earlier if they are ready.

For 2024-2025

- Recruit faculty to develop the following trainings:
 - Creating community/classroom welcome (building rapport, intrusive communication, surveying your students' needs, etc.)
 - Scaffolding learning experience/backward design
 - 2-3 scaffolding trainings from Humanizing Online STEM Academy and Humanizing Online Instruction
- Recruit facilitators.
- Negotiate possible compensation.
- Offer these trainings in Spring of 2025 or earlier if they are ready.
- Advertise and recruit participants once the trainings are developed.
- 2.3 Describe measurements that will be used to show if activities are producing the intended results. Describe the assessment/evaluation plan and how it will inform ongoing development of DEIA interventions.

For each of the five proposed professional learning opportunities, the assessment/evaluation plan will use measurements from two sources:

- 1. Formative and summative assessments will be used to gauge the effectiveness of the training from the participants' perspectives. As an example, during EIW, formative assessments after each day of the training will be used to adjust the next day session while a comprehensive summative assessment will be used to revise the next offering of EIW.
- 2. Success and retention data for participants will be used to better understand the effectiveness of a particular intervention. Working with the Research department, a comparison of the success and retention data of faculty participants prior to engaging in a training and after the training (how much after will be determined by the Research department) will be used to evaluate a training's effectiveness. Other factors to consider would be to ascertain what intervention strategies from the various trainings were used, how many times did the faculty utilize a certain equitable practice, etc., to as accurately as possible measure the efficacy of the professional learning opportunity.

Data from these two sources will not only inform the ongoing development of DEIA interventions but will also have a role in determining if the interventions should continue.

2.4 Describe how much time it will take to complete each activity, and estimated start and end date of the activity.

Equitable Instruction Workshop (EIW)

- It is difficult for faculty to take off from work for three days during the academic year, so EIW will be offered in Summer 2024 (after July 1) and Summer 2025 (in June).
- Planning will begin in the Spring semester.
- Recruitment for facilitators will take place in February/March.
- Meetings with facilitators to finalize and revise content, if necessary, will occur in April/May.
- Advertising for participants will begin in March and continue until the session is full.
- Logistical planning will occur throughout the Spring semester (e.g., room reservations will be early in the semester as opposed to printing materials which will be a few weeks prior to the training).

Equity & Inclusion Faculty Certificate Series

- In Spring 2023, revise Unit 2 and Unit 3.
- By March 2023, finalize the annual schedule for all the units in the certificate series.
- Finalize facilitators for the 2023-2024 year by April 2023.
- Beginning in March 2023, advertise for and recruit participants for the Fall 2023 certificate series sessions.

Humanizing Online STEM Academy

- In Spring 2023, recruit faculty to develop a Humanizing Online STEM Academy for Sierra College STEM faculty for development in Summer or early Fall 2023.
- Recruit facilitators in October 2023.
- Negotiate possible compensation in Fall 2023 after the training is developed.
- Advertise and recruit participants once the training is developed, with a target goal of beginning participant recruitment in the middle of the Fall 2023 semester.
- Offer this training in Spring or Fall of 2024.

Humanizing Online Instruction

- In Spring 2023, recruit faculty to develop a Humanizing Online Instruction training for Sierra College non-STEM faculty for development in Summer or early Fall 2023.
- Recruit facilitators in October 2023.
- Negotiate possible compensation in Fall 2023 after the training is developed.
- Advertise and recruit participants once the training is developed, with a target goal of beginning participant recruitment in the middle of the Fall 2023 semester.
- Offer this training in Spring or Fall of 2024.

Scaffolding of Trainings

For 2023-2024

 Recruit faculty to develop the following scaffolded trainings in Fall 2023:

- o DEI in curriculum, including integrating OER resource.
- Equitable assessments.
- Recruit facilitators for the above trainings in Fall 2023.
- Negotiate possible compensation mid-semester Fall 2023 once the trainings are completely developed.
- Offer these trainings in Spring 2024 or earlier if they are ready.
- Advertise and recruit participants once the training is developed and no later than a month before the Fall 2023 semester ends.

For 2024-2025

- Recruit faculty to develop the following trainings in Fall 2024:
 - Creating community/classroom welcome (building rapport, intrusive communication, surveying your students' needs, etc.).
 - Scaffolding learning experience/backward design.
 - 2-3 scaffolding trainings from Humanizing Online STEM Academy and Humanizing Online Instruction
- Recruit facilitators for the above trainings in Fall 2024.
- Negotiate possible compensation mid-semester Fall 2024 once the trainings are completely developed.
- Offer these trainings in Spring 2025 or earlier if they are ready.
- Advertise and recruit participants once the training is developed and no later than a month before the Fall 2024 semester ends.

2.5 Indicate who will be responsible for overseeing and completing each activity listed.

For the five projects in this work plan, there is a core team of administrators and faculty who will coordinate these efforts:

- 1. Distance Learning Faculty Coordinator
- 2. Equity Faculty Coordinator
- 3. Professional Development Faculty Coordinator
- 4. Dean, Professional and Organizational Development (POD)/Distance Learning
- 5. Project Director, Distance Learning

Each of the faculty coordinators listed above currently receive 60% reassign time. Additionally, the Distance Learning Instructional Designer, the Professional Development Program Coordinator, and the POD/Distance Learning Administrative Assistant will provide support in various capacities for each of the trainings. Finally, while the Dean, POD/Distance Learning, the Program Director, Distance Learning, and the faculty coordinators will be responsible for overseeing and completing each activity, other faculty will be asked to participate in workshop facilitation and development depending on expertise and workload capacity. Specifically, indicated below are those responsible for overseeing and completing each activity listed:

- Equitable Instruction Workshop (EIW) The Equity Faculty Coordinator will oversee the
 development of EIW. In collaboration with the POD/DL Dean, the Equity Faculty
 Coordinator recruits and assigns tasks to facilitators and works with POD to publicize
 EIW.
- 2. Equity & Inclusion Faculty Certificate Series The Professional Development Faculty Coordinator will oversee the development of the Equity & Inclusion Faculty Certificate Series. In collaboration with the POD/DL Dean, the Equity Faculty Coordinator recruits and assigns tasks to facilitators and works with POD to publicize the series.
- 3. Humanizing Online STEM Academy The Distance Learning Faculty Coordinator oversees the development of the Humanizing Online STEM Academy. In collaboration with the Project Director, Distance Learning, the Distance Learning Faculty Coordinator will develop a Sierra College academy (along with another faculty member), recruit and assign tasks to facilitators, and work with POD to publicize the academy.
- 4. Humanizing Online Instruction The Distance Learning Faculty Coordinator oversees the development of the Humanizing Online Instruction workshop. In collaboration with the Project Director, Distance Learning, the Distance Learning Faculty Coordinator will develop a Humanizing Online Instruction workshop (along with another faculty member), recruit and assign tasks to facilitators, and work with POD to publicize the academy.
- 5. Scaffolding of Trainings Depending on the training topic, one of the faculty coordinators, in collaboration with either the POD/DL Dean or Project Director, Distance Learning, will oversee each of the scaffolded trainings. Depending on the capacity of the faculty coordinators, other faculty may be brought in to take the lead in creating a specific scaffolded training.

Budget

The funds for this grant are primarily allocated for faculty stipends. The stipends are for the development of professional learning opportunities and participation in the trainings. Sierra College is always looking for ways to sustain professional development and has found the train-the-trainer model and recruiting facilitators from the college faculty to be a sustainable model as opposed to utilizing outside-of-the-institution vendors. There is also the benefit of honoring the college faculty's skill and wisdom, which helps to reinforce the collegial environment Sierra College strives to maintain.

Other proposed costs are for books, supplies, and additional training for potential facilitators. The allocation for facilitator training is to ensure that any new research and training regarding the development of inclusive and equitable learning environments will be available for the college's facilitators to attend and then use that new information to develop even more effective professional learning opportunities.

1000s

Stipends

- Equitable Instruction Workshop Participants (Summer 2023) \$25,000 (25 participants at \$1000 upon completion)
- Equitable Instruction Workshop Facilitators (Summer 2023) \$10,000 (5 facilitators, 40 hours at \$50/hour)
- Equity & Inclusion Faculty Certificate Series Facilitators (2023-2024) \$20,000 (4 sessions, 2 facilitators/session, \$2500/facilitator)
- Equity & Inclusion Faculty Certificate Series Participants (2023-2024) -
 - Unit 1 \$30,000 (2 sessions, 20 participants/session, \$750/participant)
 - Unit 2 \$25,000 (1 session, 25 participants/session, \$1000/participant)
 - o Unit 3 \$12,500 (1 session, 25 participants/session, \$500/participant)
- Humanizing Online STEM Academy Development (Fall 2023) \$5000 (2 faculty, 50 hours at \$50/hour)
- Humanizing Online Instruction Development (Spring 2023) \$5000 (2 faculty, 50 hours at \$50/hour)
- Scaffolding Training Development (2023-2024)
 - DEI in curriculum, including integrating OER resources \$5000 (2 faculty, 50 hours at \$50/hour)
 - Equitable assessments \$5000 (2 faculty, 50 hours at \$50/hour)

4000s

- Books \$1250
- Workshop supplies \$500

5000s

Additional training for project development (e.g., workshop registration fees) – \$5000

TOTAL ESTIMATED BUDGET FOR 2023-2024 -

\$149,250

2024-2025

1000s

Stipend€quitable Instruction Workshop Participants (Summer 2024) – \$25,000 (25 participants at \$1000 upon completion)

- Equitable Instruction Workshop Facilitators (Summer 2024) \$10,000 (5 facilitators, 40 hours at \$50/hour)
- Equity & Inclusion Faculty Certificate Series Facilitators (2024-2025) \$20,000 (4 sessions, 2 facilitators/session, \$2500/facilitator)
- Equity & Inclusion Faculty Certificate Series Participants (2024-2025) -
 - Unit 1 \$30,000 (2 sessions, 20 participants/session, \$750/participant)
 - Unit 2 \$25,000 (1 session, 25 participants/session, \$1000/participant)

- Unit 3 \$12,500 (1 session, 25 participants/session, \$500/participant)
- Scaffolding Training Development (2023-2024)
 - Creating community/classroom welcome (building rapport, intrusive communication, surveying your students' needs, etc.) - \$5000 (2 faculty, 50 hours at \$50/hour)
 - Scaffolding learning experience/backward design \$5000 (2 faculty, 50 hours at\$50/hour)
 - 2-3 scaffolding trainings from Humanizing Online STEM Academy and Humanizing Online Instruction – \$15,000 (\$5000 for each development, 2 faculty, 50 hours at \$50/hour)

4000s

Workshop supplies – \$500

5000s

 Additional training for project/trainer/facilitator development (e.g., workshop registration fees) – \$2500

TOTAL ESTIMATED BUDGET FOR 2024-2025 – \$150,000

Management/Commitment (15 points)

1.1 Describe the team of staff and individuals who will be responsible for this project working on the day-to-day activities.

The Project Lead Contact will be Susan Lucyga, Dean of Professional and Organizational Development (POD)/Distance Learning. The Project Lead will oversee all projects and is responsible for developing and reporting on the budget, meeting all project deadlines, and ensuring that the goals and objectives of each project is met.

The Program Director, Distance Learning, will be the manager liaison for the projects associated with Distance Learning, namely Humanizing Online STEM Academy and Humanizing Online Instruction.

Each of the three faculty coordinators will take the lead on particular projects:

- The Distance Learning Faculty Coordinator, Michelle Macfarlane, will be the faculty lead on the Humanizing Online STEM Academy and the Humanizing Online Instruction projects.
- 2. The Equity Faculty Coordinator, Heather Eubanks, will be the faculty lead on the Equitable Instruction Workshop.
- 3. The Professional Development Faculty Coordinator, Brenna Chapman, will be the lead on the Equity & Inclusion Faculty Certificate Series.

Each of the three coordinators will either take the lead on developing the scaffolded trainings or, working in collaboration with the POD/Distance Learning Dean and/or the Project Director, Distance Learning, will suggest other faculty to create the scaffolded trainings.

Finally, classified professionals from the POD and Distance Learning departments will also have responsibilities associated with the day-to-day activities of each project. These classified professionals are as follows:

- Patricia Flannigan, Professional Development Program Coordinator
- Vicki Fawcett, Administrative Assistant, POD/Distance Learning
- Autumn Gobel-Cahoon, Instructional Designer
- Aimee Colvin, Distance Learning Technician

1.2 Describe what existing institution capacity and resources will be effectively utilized and integrated with this project to ensure project success.

Sierra College has already invested resources in two of the five proposed activities, the Equitable Instruction Workshop (EIW) and the Equity & Inclusion Faculty Certificate Series, and has provided funding for the Humanizing Online STEM Academy so that more faculty would be able to earn stipends for participating in this event. The college has a rich history of supporting professional development for all employees, especially faculty. For the purposes of this grant, the projects will build on and integrate existing professional development opportunities into new and innovative trainings that will increase accessibility for all faculty to upskill their capacity to improve the student experience and outcome for underrepresented student populations.

1.3 Describe who will be the executive/administration level sponsor for the project, college resources, and personnel that will be available to support the project and ensure success.

The primary Executive/Administration level sponsor for the project will be the Vice President of Instruction, Rebecca Bocchicchio. However, other members of the Executive team will also be available to support the project goals.

Providing support for budget development and oversight is Erik Skinner, the Vice President of Administrative Services, and the Director of Finance, Brett Carroll, will be the Fiscal Report Approver for the grant. The Vice President of Student Services, James Todd, will also provide support for the professional development offerings by connecting the efforts in the classroom with the support services offered through counseling and other student services departments.

Regarding college resources, the POD and Distance Learning departments will provide support for the logistics of each activity, including advertising the events, assisting participants with questions (or directing potential participants to the appropriate person), and arranging for rooms, food, and supplies.

1.4 Describe the integrated role of Institutional Effectiveness in providing support for data collection and evaluation to support DEIA integration and institutionalization in teaching and learning.

Sierra College has a robust Planning, Research and Resource Development office. This office is responsible for collecting, analyzing, and disseminating data to the college community, as well as supporting the planning, budgeting and program review activities of the institution. The Research department plays a crucial role in determining where the college's equity efforts are focused and will have an integral role with regards to assessing the effectiveness of the five proposed professional learning opportunities supported by this grant.

Some of the data collection that can occur are as follows:

- Pre-assessments for faculty participating in any of the professional learning activities.
- Post-assessments for participants' feedback regarding usefulness and quality of the trainings.
- Post-assessments to compare success and retention rates of participants before and after participating in trainings.
- Workshops on how to effectively interpret data.
- 1.5 Describe the college's plan to sustain successful DEIA interventions upon completion of the grant funded activities.

Sierra College is fully committed to closing and eliminating equity gaps. In the Sierra College 2022-2025 Student Equity Plan, the college has committed to expanding outreach support, proactive outreaching, more campus life and student engagement, and providing students with an equitable and inclusive learning environment, especially for the college's identified disparately impacted student groups: American Indian or Alaskan Native, Black or African American, and LGBTQIA+. The report also recognizes the importance of continuing our professional learning efforts that center on culturally responsive curriculum review, faculty equity training on equity minded instruction, effective use of data, and expanding OER resources.

The projects outlined in this grant application are innovative and designed to change traditional ways of instruction. However, they are also bridges to what is already occurring at Sierra College. If these professional learning opportunities "move the needle" and improve the success and retention of disparately impacted students, the college, if at all possible, will fulfill its commitment to its underrepresented student communities and sustain these successful interventions.

From: Palmer, Tim

To: Adams, Scott; Booth, Sean; Boucher, Michelle; Brelle, Michael; Brown, Barry; Brownell, Darci; Bruno, Julie;

Bushnell, Denise; Calabrese, Dominic; Casler, Sara; Chapman, Brenna; Deaver, Michael; Delgadillo, Sonia; Dodson, Holly; Dunn, David; Eastman, Debra; Elder, Brigitte; Escobar, Sandra; Faroughi, Gita; Garcia, Louie; Gilbert, Kristine; Hester, Jay; Higashi, Diana; Hilton, Dick; Karau, Christy; Kearney, Lori; Klenner, Sonia; Kyler, Rebecca; Lambert-Marandi, Laurence; Lord, Tricia; Macfarlane, Michelle; Martin, Vernon; McDonald, Sandra; Molina, Jennifer; Nylander, Annette; Osladil, Anthony; Palmer, Tim; Pattengale, Philip; Rishe, Natalie; Salome, Alison; Seely, Megan; Shackell, Aviva; Sinclair, David; Snook, Randy; Spaulding, Blair; Spencer, Stan; Stave Viemeister, Jane; Taylor-Fillebrown, Kathleen; Terry, Johnnie; Thomas-Lane, Ishtar; Vaughn, Aleda;

Veitschegger, Franz; Veltre, Dawn; Williams, Margaret

Cc: Alcorn, Jill; Bateman, Kim; Cooper, Erik; Efseaff, Pat; Ervin, Beth; Fleischmann, Anne; Gosal, Bobby; Jackson,

Darlene; James, Nancy; Johnson, Rachel; Lehr, Randy; Lucyga, Susan; Marasso, Patrick; Medeiros, Lynn; Moosman, Lucas; Ortiz, Stephanie; Pape, Sabrina; Pepper-Kittredge, Carol; Schulz, Amy; Steven Baissa - Selam; Warburton, Karen; Abrams, Barry; Braga, Marcia; Dollesin, Ninette; Eaton, Jennifer; Gardner, Laurel; Harris, Laura; Kelly, Marga; Kolathu Parambil, Sudha; Lamb, Christopher; Lopez, Kristen; Mathews, Cherie; Muraki,

Sandy; Nathaniel, Brianna; Paton-Bayer, Kimberly; Rodriguez, Kara

Subject: Curriculum Items

Date: Monday, December 16, 2019 12:40:00 PM

Attachments:

Hi Everyone,

I'll try to keep this as short as possible.

FYI and reminder regarding Curriculum changes that went into effect Fall 2019

- New Course and substantial change course proposals, catalog updates, new and changes to awards must be submitted by **October 1** in the Fall 2019 for the following year catalog 2020/21. Beginning in Spring 2020, all changes must be submitted by April 1st for the 2021/22 catalog and future catalogs.
- 2. Require all new faculty to complete curriculum training prior to submission of curriculum proposals and current faculty to complete training every 6 years prior to routine curriculum review.
- 3. Update the curriculum handbook to capture:
 - a. New and changes to Awards process, including NFN (North Far North Consortium) and COE (Centers of Excellence) approvals.
 - i. AA/AS
 - ii. Certificates
 - b. Catalog changes/update process
 - c. PSLO changes/updates
 - d. SLO changes/updates
 - e. New Program proposals
 - f. Process for deleting courses with language to support students that are in a program to complete educational goals
- 4. Substantial change proposals. Update Form A is required to justify the substantial changes
- 5. New Program and Curriculum Proposal Process (See Curriculum Handbook page 6 https://www.sierracollege.edu/_files/resources/governance-planning/docs/2019-20-Curriculum-Handbook.pdf

I've attached the New Proposal Form and a "How To's" document that may be helpful. Additionally, the Curriculum Handbook may be very helpful in answering your questions. If not, please contact me.

One last thing: WebCMS Training is schedule during Flex Week for Wednesday January 22nd from 1-3pm at the Roseville Center Room 248.

Have a great Holiday.



Tim Palmer Fire Technology Program Coordinator Curriculum Chair (916) 781-6212 tpalmer8@sierracollege.edu From: <u>Capitano, Laura</u>

Subject: Sierra College 2023-2024 Catalog Now Available

Date: Friday, April 28, 2023 12:40:57 PM

Attachments: Sierra College AA-AS GE Sheet 2023-2024.pdf

Sierra College CSU GE 2023-2024.pdf Sierra College IGETC 2023-2024.pdf

Good Afternoon.

The Sierra College 2023-2024 catalog is now available. You can view the catalog online <u>here</u>. The pdf is also available for download, but please consider not printing the entire catalog as the official online catalog is updated periodically.

Also attached are the 2023-2024 Sierra College local General Education, CSU General Education Breadth, and IGETC advising sheets.

<u>Please read the following carefully as there are many important changes to this year's catalog:</u>

Changes to IGETC:

- IGETC has been updated to include a new Area 7 Ethnic Studies requirement.
- IGETC Area 7 is mandatory for all students starting with a 23-24 catalog year. This includes new, incoming students and students who have lost previous catalog rights.
- IGETC Area 7 is a 3-unit requirement.
- The following courses are approved to fulfill IGETC Area 7:
 - ETHN 11 Introduction to Ethnic Studies
 - FTHN 20 Introduction to African American Studies
 - ETHN 30 Introduction to Chicana/o Studies
 - ETHN 45 Federal Indian Law and Policy (Note the title change)
 - ETHN 50 Ethnic Images in Film
 - FTHN 53 Introduction to Native American Studies
- IGETC Area 4 Social and Behavioral Sciences has been reduced from 9 to 6 units in order to accommodate the new Area 7. Students must still complete the 6 units from two different academic disciplines.

Changes to Sierra College local General Education:

- Sierra College now includes a local Ethnic Studies graduation requirement.
- The Learning Skills section of our local GE pattern now includes '5. Ethnic Studies.'
- The following courses are approved to fulfill the local Ethnic Studies graduation requirement:

- ETHN 11 Introduction to Ethnic Studies
- ETHN 14 Introduction to Asian American Studies (New Course)
- ETHN 20 Introduction to African American Studies
- ETHN 30 Introduction to Chicana/o Studies
- ETHN 45 Federal Indian Law and Policy (Note the title change)
- ETHN 50 Ethnic Images in Film
- ETHN 53 Introduction to Native American Studies
- Local GE Area F Multicultural Studies, has been removed.

New Courses:

- ETHN 14 Introduction to Asian American Studies. This course is UC and CSU transferable and is approved for CSU GE-B Area D and IGETC Area 4
- THEA 30 Diversity in American Theatre. This course is UC and CSU Transferable and is approved for CSU GE-B Areas C1 and C2, and IGETC Areas 3A, and 3B

Course revision:

• MATH 24 – Modern Business Mathematics now fulfills IGETC Area 2A.

Deleted courses:

- ETHN 35 Immigrants and Refugees in America: The European Experience
- ETHN 13 Dialogues in American Culture
- IT 890 IT Fundamentals
- PHOT 90B Field Workshop: Cityscape
- PSYC 170 Environmental Psychology

Associate Degree for Transfer Update:

- The Communication Studies for Transfer AA-T is now Communication Studies for Transfer 2.0
 - It replaces the previous version of Comm for Transfer
 - There are now TWO required core courses: COMM 1 and COMM 8 as opposed to the previous version, which only required COMM 1

Discontinued Certificate:

• Firefighter II – Skills Certificate

AP Test Score Acceptance Update:

- The CSU System now accepts the Precalculus AP exam with a score of 3 or higher.
 Students will receive 3 units of admission and GE credit and will have fulfilled Area B4 –
 Quantitative Reasoning for CSU GE Breadth
- Sierra College now accepts the Precalculus AP test with a score of 3 or higher. Students will receive credit for Math 29 and will have fulfilled Areas D2/Learning Skills Area 4 of our local AA/AS General Education

Many thanks to the Curriculum Committee, Curriculum Committee Chair Sonia Klenner, Curriculum Specialist Jen Eaton, and our faculty and administrative partners for all their hard work in producing this year's catalog.

Thank you.

~ L

Laura Capitano (She/her/hers)

Sierra College Articulation Officer Instruction Office

Email: lcapitano@sierracollege.edu

Online Catalog

Please see ASSIST.org for more information regarding

Sierra College articulations.



Return to text

Viewing: AAD 0052: Publication Design I

Last approved: 12/16/22 3:16 am Last edit: 03/31/23 4:04 pm

Catalog Pages referencing this

course

Applied Art and Design

Applied Art and Design (AAD)

Limita. ons on Active Participatory Courses

Transferable Courses to the CSU System

Programs

referencing this

course

119: Graphic Design

22: Applied Art and Design - Digital Media

222: Web and Interaction Design

223: Web and Interaction Design

24: Applied Art and Design - Digital Media

25: Applied Art and Design - Graphic Design

27: Applied Art and Design - Graphic Design

28: Applied Art and Design - Illustration 30:

Applied Art and Design - Illustration

Other Courses

referencing this

course

As A Banner Prerequisite:

AAD 0053: Publication Design II

AAD 0054 : Typography

AAD 0061: Graphic Design II: Digital Design and

Production

Programs using

courses in this

course's

e25syApphied Art and Design - Graphic Design Is Using AAD 0053

22: Applied Art and Design - Digital Media Is Using AAD 0054

History

1. Dec 16, 2022 by Laura Capitano (Icapitano) 25: Applied Art and Design - Graphic Design Is Using AAD 0061

Last Review Date 10/26/2020

Effec. ve Term Fall 2024

Course Discipline AAD - Applied Art and Design Course Number

0052

Division LA

Cross-List:

Course Title (Short) Publication Design I

Course Title (Long) Publication Design I

General Course Informa on

Units 3

Course Type Credit - Degree-applicable

TOP Code 103000 - *Graphic Art and Design

SAM Code Clearly Occupational

C-ID

Academic Level Credit

Minimum

Qualification(s)

Minimum Qualifica on(s)

Art (Master's Degree)

Graphic Arts (Desktop publishing) (Any Degree and Professional Experience)

Comments

Is this an active Yes

participatory

course?

Course Format and Dura on

Grading Op. on Standard Letter

Must this course be No

taken as letter grade only?

Standard Term Hours per Week

Lecture/Discussion 2

Laboratory 3

Activity

By Arrangement

Total Hours per Week 5

Standard Term Total Semester Hours

Lecture/Discussion 36

Laboratory 54

Activity or By Arrangement

Contact Hours 90

Outside of Class Hours 72

Total Student Learning Hours 162

Maximum Class Cap

Maximum Class Cap 20

Provide supporting documentation when establishing new or proposing a revision to an existing class cap.

Supporting

Documentation

General Educa on Informa on

Approved College Associate Degree GE Applicability

CSU GE Applicability (Recommended-requires CSU approval)

IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation

Information:

CSU Transferable

If requesting CSU and/or UC transferability also list a CSU/UC campus and comparable lower division course.

CSUC CDES 186A Electronic Print & Publishing

If CSU/UC major requirement, list campus and major. (Note: Must be lower division)

List at least one community college and its comparable course. American River College

Art New Media 352 Design For Publication

Course Prepara on - Separate Vote Required

Prerequisite(s):

Comple on of AAD 70 with grade of "C" or be er Comple on of AAD 54 with grade of "C" or be er

Co-requisite(s):

Advisory:

Completion of AAD 60, 60 or AAD 13 70 with grade of "C" or better

Reason for Applying Corequisite/Prerequisite

Reasons (choose all

that apply):

Sequen al courses within the discipline

Other Reason(s):

Banner Prerequisites						
And/Or	(Course/Test Code	Min Grade/Score	Academic Level)	Concurrency?
Repeatable		No				

Catalog Descrip on

Catalog Descrip. on

Hours: 90 (36 lecture, 54 laboratory)

Description: Introductory course in use of computer for page layout and composition. Critical application of basic computer operating principles. Emphasis on publication design and the use of type and layout as key elements in graphic communication. Covers importing text and graphics, arranging publication pages, and producing camera ready artwork for reproduction. (CSU)

Course Student Learning Outcomes

Course Student

Learning Outcomes

	Course Student Learning Outcomes
CSLO #1	Synthesize basic elements of typography and the correct use of type for headlines and body copy; and place text and integrate graphics into publication design documents.
CSLO #2	Create a print-ready camera-ready page using elements of page design, composition and presentation, and identify the various functions performed by service bureaus.
CSLO #3	Evaluate and critique page layout and design in terms of composition and presentation and legal issues.

Course Content Outline

Course Content

Outline

- I. Review of the Macintosh
- A. Basic Organizational and Navigational Skills
- II. Digital Publishing Process
- A. Introduction to Software
- B. Publication Standards
- C. Digital Typography
- D. Typeface Styles
- E. Typographic
- III. विधारित क्षिणिति हिंदि प्राप्ति हिंदि । III. विधारित क्षिणिति हिंदि । III. विधारित क्षिणिति । II. विधारित क्षिणिति । II. विधारित क्षिणिति । II.
- A. Mapping Publication Content
- B. Publication Grid Theory
- C. Typography and Reading
- D. Page Guidelines and Measurements
- FV. EAST THE STATES OF THE STATES AND STATES
- A. Importing Text
- B. Scanning and Importing
- V. Creating Page Layout for Print and Screen
- A. Conceptualizing and Preliminary Sketches
- B. Typography Selection and Manipulation
- C. Placing and Cropping Images
- D. CMYK, RGB and Spot Color
- VI. Effective Higher Semmunication
- A. Display Type Design
- B. Text Type Design
- C. Special Type Effects
- D. Designing Graphic
- VIILette Gutput
- A. Output Devices and Print Documents and Screen Formats
- VIII. Critique and EvaluationI. Review of the Macintosh
- A. Basic Organizational and Navigational Skills
- II. Digital Publishing Process
- A. Introduction to Software
- B. Publication Standards
- C. Digital Typography
- D. Typeface Styles
- E. Typographic
- III. To enigral ger ublication Formats
- A. Mapping Publication Content
- B. Publication Grid Theory

- C. Typography and Reading
- D. Page Guidelines and Measurements
- E. Page Typography Decisions
- IV. Elements of Desktop Publishing
- A. Importing Text
- B. Scanning and Importing
- V. Creating Page Layout for Print and Screen
- A. Conceptualizing and Preliminary Sketches
- B. Typography Selection and Manipulation
- C. Placing and Cropping Images
- D. CMYK, RGB and Spot Color
- VI. Effective Higher Semmunication
- A. Display Type Design
- B. Text Type Design
- C. Special Type Effects
- D. Designing Graphic

VIILETTE Gutput

A. Output Devices and Print Documents and Screen

∀olinCattique and Evaluation

Course Objec ves

Course Objectives

Lecture Objectives:

- 1. Demonstrate the use of various commands and tools appropriately in the creation of documents and screen layouts;
- 2. Identify basic elements of typography and the correct use of type for headlines and body copy for print and screen;
- 3. Identify the various functions performed by service bureaus for print and media;
- 4. Critique page layout and design in terms of composition and presentation;
- 5. Specify ink colors and paper for a variety of applications for class projects.

Laboratory Objectives:

- 1. Demonstrate how to enter text and integrate graphics into publication design documents and screen layouts;
- 2. Demonstrate ability to scan photographs, illustration and original art for use in publication design;
- 3. Arrange publication pages for effective communication for print and screen; and
- 4. Produce a camera-ready page using elements of page design, composition and presentation for print; and digital page design for screen.

Methods of Assessing Student Learning

Methods of

Evaluation

Projects

Skill Demonstrations

Projects

Based upon course objectives, give an example of how student performance will be

evaluateets:

Students will create designs using principles for effective typographic layout and design; select appropriate type pairings and execute document layout. Rubric graded.

How is this method Rubric Grading graded?

Skill Demonstra on

Based upon course objectives, give an example of how student performance will be

evaluated emonstrations:

Produce a camera-ready page using elements of page design, composition and presentation for print; and digital page design for screen. Rubric graded.

How is this method Rubric Grading graded?

Typical Out-of-Class Assignments

Reading Assignments

- 1. Read assignments from class textbook in preparation for hands-on demonstration/tutorials by instructor in class and for examinations on course content and terms.
- 2. Develop design themes for projects through library and internet-based research focusing on content, and preparation of written objectives using the concepts and terminology for successful completion of the assignment.

Writing, Problem Solving or Performance

- 1. Create a two-page table of contents for a magazine. Students may choose a spread or two single pages. Create a master page complete with proper margin and column formatting, linked text boxes and a picture box. Import the supplied text file and assign type attributes and develop style sheets for the text. Import and size a minimum of 3 photos from the supplied images.
- 2. Using the text and images supplied, create a one page website for a house painter. Use columns and gutters to create a 6-column grid. Identify two typefaces and use web versions to create headlines and body copy. Consider the readability and accessibility of your choices. Pay careful attention to font size, hierarchy, line-length, leading, tracking and color.

Other (Term projects, research papers, portfolios, etc.)

Banner Instruction

Lecture, Laboratory/Studio/Activity, Online

Type

-Delayed Interaction

Methods of Instruc on

Check all instructional methods used to present course content

Laboratory

Lecture/Discussion

Distance Learning

Laboratory

Provide an example of this method of instruction. Explain both what the instructor and students are expected to be doing and experiencing.

1. Following the instructor presentation on typographic principles, students will use the content of the lecture to develop design solutions and apply the concepts to basic type layout projects.

Course Objective(s) 2

Referenced

Lecture/Discussion

Provide an example of this method of instruction. Explain both what the instructor and students are expected to be doing and experiencing.

The instructor will provide lecture overviews of how to successfully complete tutorials relating to the student's learning typographic principles. Instructor demonstrates the correct use pacing the visual flow of the editorial content, application of typographic principles, grid theory and proficiency in use of a publication design program. Students are expected to actively participate in the lecture.

Course Objective(s) 1
Referenced

Distance Learning

Provide an example of this method of instruction. Explain both what the instructor and students are expected to be doing and experiencing.

Through Distance Learning, the instructor will present video tutorials demonstrating the use of page layout software. Students will be provided with digital starter files and will then complete the starter files via the appropriate tools of the application. Students will upload the completed tutorial file to the LMS to receive points for the exercise and feedback on the accuracy of the work. Students will also complete a series of creative projects that reinforce the skill-building exercises, and enhance their conceptual problem solving skills. These creative projects will be uploaded to the LMS to receive points for each major project.

Course Objective 2
Referenced

Distance Learning - Separate Vote Required

Type of Delivery Online

How will the instructor facilitate learning in the distance education

environment?

Students will be engaged in weekly lessons, discussion boards, and progress postings/submissions. Accessible content will be available in various formats and students will watch videos made by the instructor to explain topics related to the unit of study, as well as access articles and typed lecture content. In addition, students will be provided with accessible material from outside sources, such as videos and other websites. Learning opportunities will be provided in different modalities, such as video, reading, writing and kinetic (designing).

Give 2 examples of how the instructor will initiate or facilitate delivery of content.

- 1. Instructor will provide regular lectures contextualizing the course materials. Lectures may be delivered in multiple ways such as text, closed captioned video and accessible websites.
- 2. Instructor will incorporate video (critiques of portfolios, lectures, demonstrations on software) to engage students in the application of course content for their own creative projects and presentation development.

How will the instructor initiate, maintain and monitor effective instructor/student contact?

Method	Example
Instructor-developed Lecture Content	The instructor may use instructor-developed lecture content to initiate, maintain and monitor effective instructor/student contact. Example: An instructor may develop an online text, audio and/or video lecture (with captions, of course), which explains what successful publication design is and how to achieve it. After reading/listening/watching the assigned lecture content students may be asked to participate in a discussion board assignment which explains their understanding and addresses the relevance of the lecture content.
Unit Introductions/Summaries	Unit introductions and summaries will be provided to keep students on track progressing through the module/course outline. Example: Instructor created closed captioned videos may be used to provide an overview of the module's content and assignments.
Collaboration (e.g. Chat/messaging)	The instructor may use the chat room to make themselves available to share information and perspectives. Example: Instructors will use the chat room feature to offer one-on-one feedback sessions on project development and presentation strategies.
Email / Inbox messaging	The instructor will be available via LMS messaging as well as District email. Example: If a student messages or emails an instructor the instructor is required to respond within 48 hours during the week and 72 hours on the weekend.

Method	Example
Office Hours	Students will have the ability to visit the instructor during normal office hours.
	Example: Students may access the instructor during office hours via LMS chat, video conferencing (such as zoom) or via phone call identified in the course syllabus.
Discussion Board	Discussion boards will be conducted once a regularly throughout the 16 week course and/or 8 week course.
	Example: Students will post responses to instructor provided discussion prompts. Instructors will give constructive feedback on student posts. Students will review other student posts and reply with additional insight to the topic.
	Example: Students will post images of their work in progress on the discussion board. Instructor will respond with constructive feedback.
Phone	Phone contact may be used during posted online office hours.
	Example: Instructors will be available via phone during the designated office hours identified in the course syllabus.
Comments in gradebook (feedback)	Instructors may choose to use the LMS assignment and gradebook comment functions to further communicate with individual students about specific aspects of their coursework.
	Example: Student projects will be reviewed and feedback given in response to the Rubric for each assignment. In addition, narrative comments or audio responses offered through the LMS gradebook feature may be added.
Campus meetings, field trips, or classes	An instructor may choose to host campus meetings, field trips, and/or classes to support the course content.
	Example: These activities may be used for instructor- supported activities such as field trips to local businesses

Method	Example
	or institutions, or on-campus meetings and events, or for class sessions in the hybrid model.
Synchronous activities	An instructor may choose to use synchronous activities, such as chatrooms or video conferencing, to establish and maintain instructor-student interactions.
	Example: Synchronous activities may be used for instructor supported for discussions about key issues/topics and or for the delivery of lecture content and critique content. If synchronous activities are incorporated they will be recorded, closed-captioned and made available to all students.
Virtual Groups	Instructor may place students into virtual groups for critique work.
	Example: Students would be grouped together and be tasked with the responsibility to view and comment on one another's projects as they develop over the course of the semester.
Other (blogs, wikis, VoiceThread)	An instructor may also choose to use other methods, such as VoiceThread, blogs and or wikis, to establish and maintain instructor-student interactions. These activities may be used for instructor supported study sessions, for discussions about key issues/topics and or for the delivery of lecture content.

Does this course meet the regular and substantive interactions between students and faculty as per the SCFA contract language (22.1 "...Online Instruction shall include regular and substantive interactions between students and faculty.")?

Yes

How will the instructor initiate, maintain and monitor effective student/student contact?

Method	Example
Collaboration (e.g. Chat/messaging)	The instructor may choose to activate the LMS chat room and encourage students to share information and perspectives related to the course content.

Method	Example
	Example: Students may also choose to use the chat room feature for critique, discussion, and the sharing of information related to the course.
Discussion Board	Discussion boards will be conducted once a regularly throughout the 16 week course and/or 8 week course, and participation in these discussions may comprise part of the students' grade.
	Example: Students will post responses to instructor provided discussion prompts. Instructors will give constructive feedback on student posts.
	Example: Students will post images of their work in progress on the discussion board. Instructor will respond with constructive feedback.
Email / Inbox messaging	Students may contact one another through the LMS inbox messaging.
	Example: Students may be asked to work in groups or with learning partners and will be advised on how to utilize LMS inbox messaging.
Virtual Groups	Instructor may place students into virtual groups for critique work.
	Example: Students would be grouped together and be tasked with the responsibility to view and comment on one another's projects as they develop over the course of the semester. Instructor may monitor these groups to ensure that each student is actively participating.
Campus meetings, field trips, or classes	An instructor may choose to host campus meetings, field trips, and/or classes to support the course content.
	Example: These activities may be used for instructor- supported activities such as field trips to local businesses or institutions, or on-campus meetings and events, or for class sessions in the hybrid model.

Describe how the instructor may use various tools to engage students in the online environment.

Tool	Example
Images, screen shots	Accessible Images and screen shots will be embedded into content created by the instructor as a way to visually share examples of tutorials, work samples from previous student projects, and work samples that may be used for inspiration.
Video	Instructor will use self-created videos as a way to disseminate lectures, share examples of critique, give demonstrations on the use of software applications and online tools for the development of creative work. Instructor will also source accessible video content to share as a way to expand the conversation and share voices of others in the same field with similar goals.
Audio	Podcasts from various experts in the topics presented in the course may be made available to provide various perspectives on a topic. Instructor created audio announcements may be used to provide an overview of the week's content and assignments. Instructor created audio lectures may be used. Instructor created assignment responses may be used.
Interactive Media	Interactive media from various sources that relate to the course content may be made available to provide an overview of the week's content and assignments.

Distance Learning Requirements

Course progresses in a clearly stated manner (i.e. week by week, module, etc.)

Yes

Course has periodic assignment due dates throughout the semester

Yes

Course objectives are identical to those in standard delivery format classes

Yes

Required Materials

Representa ve instruc onal materials that meet course standards

Author Sandee Cohen

Title InDesign CC:Visual Quickstart Guide (2014)

Publisher Peachpit Press

Date 2015

Edition 1st

Classic No

OER

Author Terry Rydberg

Title Exploring Adobe InDesign Creative Cloud

Publisher Delmar/Cengage Learning

Date 2014

Edition 1st

Classic No

OER

Author Nigel French

Title InDesign Type:Professional Typography

Publisher Adobe Press

Date 2014

Edition 3rd

Classic No

OER

Author Spiekermann & Ginger

Title Stop Stealing Sheep and Find Out How Type Works

Publisher Adobe Press/Peachpit

Date 2014

Edition 3rd

Classic No

OER

Author Kelly Anton, Tina DeJarld

Title Adobe InDesign Classroom in a Book

Publisher Pearson

Date December 27, 2021

Edition 1st

Classic

OER

Other materials and/or supplies required of students that contribute to the cost of the course.

Reviewer

Comments

Sonia Klenner (sklenner) (04/24/23 9:10 am): Rollback: Pre-requisite revisions.

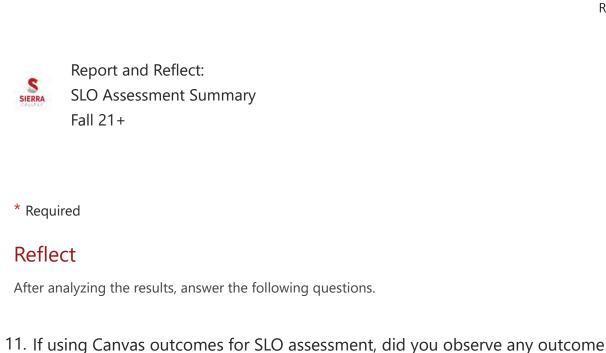
Sonia Klenner (sklenner) (04/24/23 2:32 pm): Rollback: Approved in error, return for review.

Soni Verma (sverma) (04/24/23 2:33 pm): Rollback: Hi Vinny, I noticed that this course proposal includes changes to prerequisites which is considered a major change and must have a strong justification adequately supported with data. Have you discussed these changes to the pre- reqs with your chair and department faculty? Do they support it? Will they be able to defend it to the curriculum committee? I am happy to talk with you about pre-reqs. Once you

have a strong justification and support from the department chair and faculty, please resubmit the proposal.

Key: 10

Preview Bridge



Dashboard? 🛄

12. Based on student feedback, what instructional practices worked and/or didn't work to prepare students to achieve the outcome?

achievement gaps by equity populations when looking at the Outcome

13. For those students who did not achieve the outcome what instructional practices didn't work as well as hoped to develop knowledge/skills related to the outcome? *

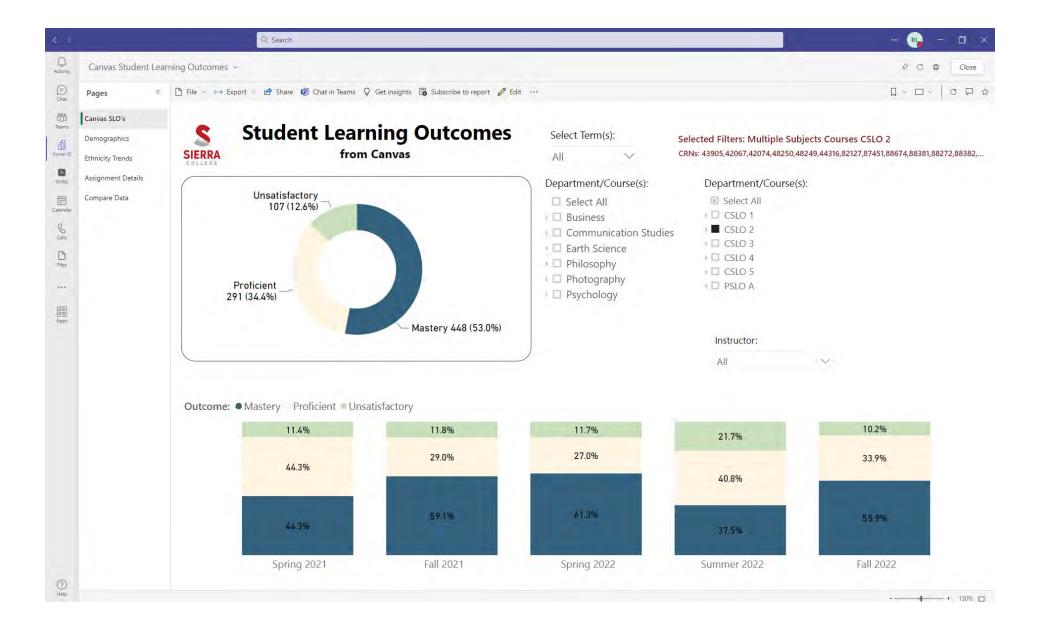
14.		those students who did achieve the outcome what instructional practices ked well to develop knowledge/skills related to the outcome? * 👊
15.	asse	m your perspective and/or based on student feedback, in what way does the essment method attend to the needs of disproportionately impacted culations? In what ways could it be improved?
16.	Wha	
		Develop more activities for student to develop knowledge/skills needed for outcome achievement.
		Develop more formative assessments to measure progress prior to summative assessment.
		Develop more collaborative learning activities.
		Implement/revise associated instructional materials.

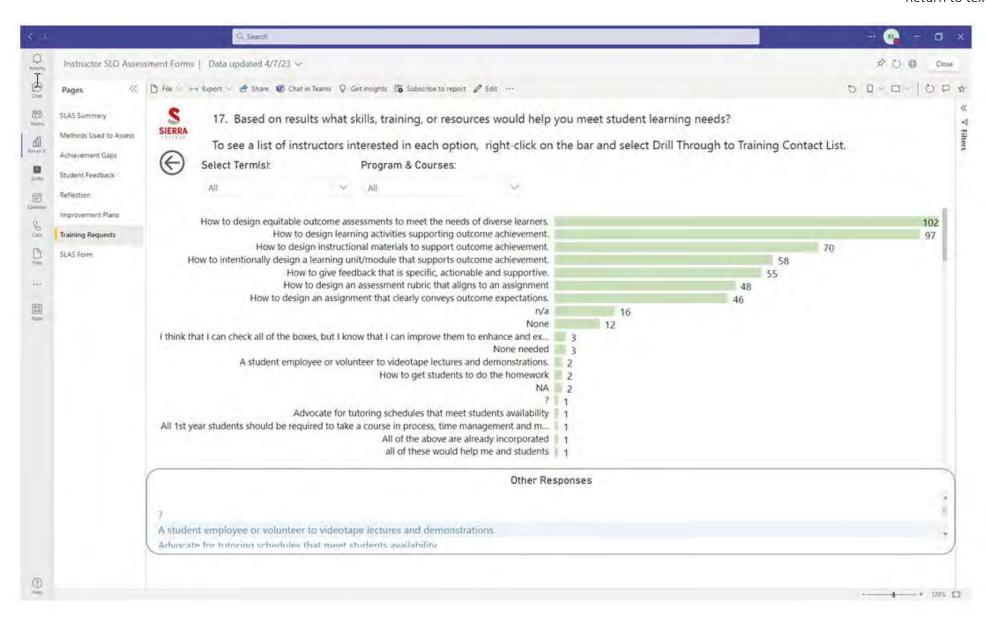
N/A - Results meet or exceed expectations.

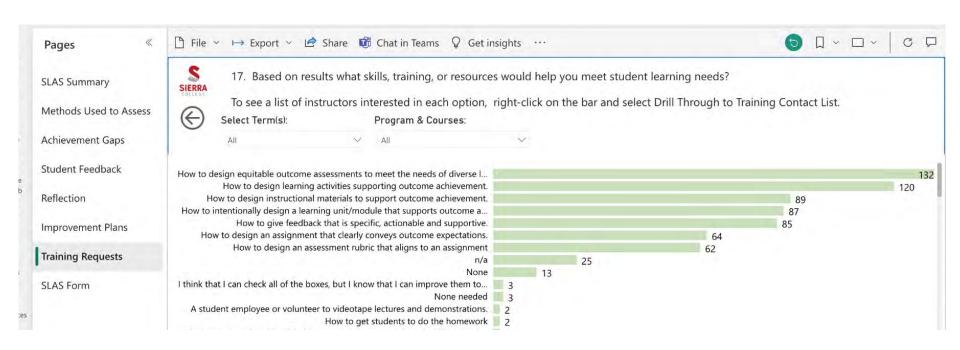
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From: <u>Bocchicchio, Rebecca</u>
To: <u>Bocchicchio, Rebecca</u>

Subject: FW: Strategic Scheduling Office

Date: Friday, November 16, 2018 11:08:09 AM

Dear Sierra College—As the Instruction Office transitions from our current class scheduling system to the implementation of Ad Astra scheduling software, we are also working diligently to improve our internal scheduling processes—making them more streamlined and efficient. As part of those efforts, we have created a "Scheduling Office" within Instruction. Patty Miller and Sarah Schweyer have been hired into the new roles of Scheduling AAs, working with Ninette Dollesin and Lucas Moosman on the scheduling software implementation. Sarah and Patty both have deep expertise in class scheduling, and, along with Ninette, will be working closely with the division deans and department chairs on schedule development. In the coming months, the building of the schedule in Banner/Ad Astra will transition from the division offices to the Scheduling Office.

Patty (x7563 / pmiller@sierracollege.edu) and Sarah (x7568 / sschweyer1@sierracollege.edu) will be working out of the Office of Student Success in LRC-401 while Ninette will stay in her current office in U-25. Please join me in welcoming them both to their new roles!

Best,

Rebecca

Rebecca Bocchicchio
Vice President of Instruction
Sierra College
5100 Sierra College Boulevard, Rocklin CA 95677
(916) 660-7500

Sample Academic Plan: Allied Health- Allied Health General AS Degree

Catalog: 22-23

GE Pattern: Sierra College Full Time, Total Units: 60

NOTE: This program roadmap represents one possible pathway to complete the program. Please see a counselor to create an academic plan that is customized to meet your needs. This roadmap is not a guarantee of course availability or financial aid applicability. For counseling appointments call (916) 660-7400.

First Year

Semester	1 (15	units)
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Course Number	Course Title	Units	Area
ALH 0020	Intro to Allied Health	1 unit	Major
ENGL 0001A	College Read/Write/Research	4 units	SC Area D1/LS1/LS2
CHEM 0002A/BIOL 0005	Introduction to Chemistry I/Human	5 units	Major Elect/SC Area A
	Anatomy General Education	3 units	SC Area C
	Elective	2 units	Elective
Semester 2 (15-16 units)			
•	Course Title	Units	Area
Course Number	General Prin of Psychology/Into to Sociology	3 units	Major Elect/SC Area B
PSYC 0100/SOC 0001	Elementary Statistics/Intro to Stats in Sociology 3	Major Elect/SC D2/LS 4	
MATH 0013/SOC 0015	Elective	3 units	Elective
	Elective	3 units	Elective
	Elective	3 units	Elective

	Elective	3 units	Elective
Second Year Semester 3 (15 units) Course Number COMM 0001	Course Title Fundamentals of Public Speaking General Education	Units 3 units 3 units	Area Major Elect/SC Area LS 3 SC Area F
	Elective	3 units	Elective
	Elective	3 units	Elective
	Elective	3 units	Elective
Semester 4 (14-15	Course Title	Units	Area
units) Course Number	Principles of	3 units	Major Elective/SC Area E
NUTF 0010	Nutrition Elective	3 units	Elective
	Elective	3 units	Elective
	Elective	3 units	Elective

2-3 units

Elective

Elective

2021 Library Services Platform Program Participation

Please complete and return with signatures no later than October 9, 2020 to lsp@ccleague.org

Please consider this confirmation of Sierra Join	nt Community College District					
College's intent to participate in the Statewide I	Library Services Platform (LSP) program via the					
Community College League of California (CCLC). In submitting this letter of participation, we are						
committing to paying our college's 2021 cost of sh	are designated on the attached chart to CCLC upon					
receipt of invoice and acknowledge that CCLC v	will sign a contract with Ex Libris for 2021 Alma/					
PrimoVE subscription services on our behalf.						
Authorized Signature	Date					
Erik Skinner	VP Administrative Services					
Typed Name	Title					
We should be billed: as an individual College						
as a District for all of the following Colleges:						

Please send invoices to:

Name: Kim Hansen

Title: Accounts Payable Technician

Email: accountspayable@sierracollege.edu

	2021 LSP Cost		2021 LSP Cost		2021 LSP Cost
College	Apportionment	College	Apportionment	College	Apportionment
Allan Hancock College	\$21,869	Evergreen	\$14,130	Norco	\$15,670
American River College	\$48,267	Feather River	\$4,036	Ohlone	\$18,138
Antelope Valley College	\$24,076	Folsom Lake	\$13,325	Orange Coast	\$41,745
Bakersfield	\$41,392	Foothill	\$17,317	Oxnard	\$11,876
Barstow	\$5,581	Fresno City	\$39,271	Palo Verde	\$4,403
Berkeley City	\$7,550	Fullerton	\$40,354	Palomar	\$40,774
Butte	\$21,671	Gavilan	\$12,122	Pasadena	\$51,931
Cabrillo	\$20,368	Glendale	\$27,711	Porterville	\$7,922
Canada	\$8,116	Golden West	\$24,640	Reedley	\$11,541
Cerritos	\$39,500	Grossmont	\$24,616	Rio Hondo	\$29,685
Cerro Coso	\$7,251	Hartnell	\$17,862	Riverside City	\$33,721
Chabot	\$20,846	Imperial Valley	\$17,611	Sacramento City	\$29,482
Chaffey	\$37,472	Lake Tahoe	\$2,554	San Bernardino Valley	\$24,993
Citrus	\$24,838	Laney	\$14,267	San Diego City	\$21,742
City College of San Francisco	\$33,518	Las Positas	\$15,149	San Diego Mesa	\$32,464
Clovis	\$12,218	Lassen	\$3,568	San Diego Miramar	\$19,520
Coastline	\$13,146	Long Beach City	\$43,845	San Joaquin Delta	\$31,863
College of Alameda	\$6,589	Los Angeles City	\$19,361	San Jose City	\$11,820
College of San Mateo	\$14,276	Los Angeles Harbor	\$11,723	Santa Ana	\$46,374
College of the Canyons	\$30,974	Los Angeles Mission	\$12,621	Santa Barbara City	\$30,347
College of the Desert	\$26,542	Los Angeles Pierce	\$26,366	Santa Monica	\$49,662
College of the Redwoods	\$9,969	Los Angeles Southwest	\$8,151	Santa Rosa	\$38,235
College of the Sequoias	\$25,046	Los Angeles Trade Technical	\$19,361	Santiago Canyon	\$23,018
College of the Siskiyous	\$4,625	Los Angeles Valley	\$22,118	Shasta	\$16,231
Columbia	\$3,930	Los Medanos	\$17,930	Sierra	\$33,031
Compton	\$9,617	Madera	\$5,576	Skyline	\$17,020
Contra Costa	\$11,891	Mendocino	\$6,373	Solano	\$15,429
Copper Mountain	\$2,897	Merced	\$22,352	Southwestern	\$33,683
Cosumnes River	\$21,016	Merritt	\$9,563	Taft	\$6,121
Crafton Hills	\$10,756	MiraCosta	\$23,207	Ventura	\$22,579
Cuesta	\$19,016	Mission	\$11,852	Victor Valley	\$21,478
Cuyamaca	\$10,795	Modesto	\$28,377	West Hills - Coalinga	\$4,594
Cypress	\$28,324	Monterey Peninsula	\$13,131	West Hills - Lemoore	\$6,563
De Anza	\$24,515	Moorpark	\$26,354	West Los Angeles	\$15,042
Diablo Valley	\$37,950	Moreno Valley	\$14,971	West Valley	\$13,846
East Los Angeles	\$42,054	Mt. San Antonio	\$64,213	Woodland	\$5,151
El Camino	\$40,673	Mt. San Jacinto	\$25,220	Yuba	\$10,032

Fall 2023 New Tutor Training and CRLA Certification

Tutor Training Requirements

Please do your best to attend all training workshops. The **minimum requirements** for CRLA certification and consideration for continuing employment are:

- 1. Attend trainings on Zoom (on ground training attendance can help you make up for any absences). Keep in mind that to get paid for Zoom trainings, you must be live and interact.
- 2. Interact for at least 4 hours with materials in the Tutor Center Canvas shell.
- 3. Meet with Jennie, Sarah, Jolie, Ingrid, Melody, or Nicola at least half an hour this semester.
- 4. Complete a tutoring resource project on the topic of your choice and present it to other tutors.
- 5. Tutor 25 hours (this may take two semesters and that is fine).

Workshop Times*

Usually, the same training will be offered twice in one week in zoom, so you can choose the time that will fit your schedule best. Please consider your workshop time preference when you fill out your work schedule. The regular workshop times are:

- Thursday afternoons from 3:30-5:00
- Friday mornings from 9:30-11:00

Workshop Schedule for Fall 2023

Dates	Topic
August 9 (10-4:30)	On ground all staff training at NCC (lunch provided)
August 10 (9-11:30)	New Tutor Orientation for Rocklin tutors and NCC Zoom tutors and OA's Tutor Center procedures, online tools
August 17, 18	Tutoring Basics 1The Role of a Tutor, Meet your peer tutor mentor
August 24, 25	Tutoring Basics 2Asking Good Questions,
(semester starts August	The Tutoring Cycle
Allgust 31, September 1	Tutoring Challenges, Tutoring
	Strategies, Tutoring Ethics
September 7, 8	Motivation and Metacognition
September 21, 22	Learning Modalities Campus
ТВО	hespersons Cultural Diversity Training Cultural Simulation (Attendance highly recommended)
October 12. 13	Group collaboration techniques, project preparation
October 26, 27	Project presentations

^{*}Additional on ground and/or online workshops will be added.





FOUNDATION for CALIFORNIA COMMUNITY COLLEGES

MEMORANDUM OF UNDERSTANDING

Between

THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

And

PARTICIPATING COLLEGES

Agreement SSC-044-18

The Vision Resource Center Project

This Memorandum of Understanding ("MOU") is entered into by the Foundation for California Community Colleges, a 501(c)(3) corporation, the official nonprofit supporting the California Community Colleges Chancellor's Office ("FOUNDATION"), and SIERRA JOINT COMMUNITY COLLEGE DISTRICT, ("PARTICIPATING COLLEGE").

RECITALS

WHEREAS, the purpose of this MOU is to establish cooperative terms and conditions between the FOUNDATION and PARTICIPATING COLLEGE to integrate and utilize Cornerstone, a professional development Learning Management System ("LMS"), with the existing Vision Resource Center Project ("VRCProject").

WHEREAS, the FOUNDATION is a nonprofit 501(c)(3) corporation and the official nonprofit supporting the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors, and its mission is to benefit, support and enhance the California Community College system;

WHEREAS, the VRCProject—a service of the California Community College Education Services (CCC Ed. Services)—is California Community Colleges' online website for trainings, professional development, effective practices, and educational resources. The VRCProject supplements and complements in-person trainings and technical assistance provided to community college faculty, staff, and administrators;

WHEREAS, the Cornerstone Project is a collaboration between the FOUNDATION and the California Community Colleges Chancellor's Office to utilize Cornerstone's LMS to expand and enhance the VRCProject. Cornerstone will provide the PARTICIPATING COLLEGEs and the VRCProject with features including online training resources, reporting, training assignments and tracking, customized and automated communications, collaborative online communities, file sharing, and a flexible calendar system.

WHEREAS, the Cornerstone LMS will enable supervisors, colleges, and districts to create, assign and track courses and trainings, obtain reports on course completion, and communicate college-wide. Cornerstone LMS integration will provide the potential to create direct connections in these areas between all California Community Colleges through a centralized database.



REPRESENTATIONS AND WARRANTIES

 Signing Authority. FOUNDATION represents and warrants its signatories to this MOU are authorized to sign this MOU on behalf of the FOUNDATION. PARTICIPATING COLLEGE represents and warrants its signatories to this MOU are authorized to sign this MOU on behalf of the PARTICIPATING COLLEGE.

AGREEMENT

NOW, THEREFORE, the parties agree to the terms and conditions contained in this MOU, outlining the relationship between FOUNDATION and PARTICIPATING COLLEGE for the Term and with respect to the subject matter herein, as follows:

- 1. Effective Date. This MOU shall be effective once signed by all parties to this MOU ("Effective Date").
- Term. The term of this MOU shall begin on the Effective Date and end on June 30, 2021 and is renewable upon the written and signed agreement of both parties for up to a total of five years.
- Termination. The Parties shall have the right to terminate this Agreement for any reason or no reason
 at all, without penalty, at any time by providing the other with at least thirty (30) days written notice of
 termination in accordance with Section 7 of this Agreement.
- 4. Confidential Information. "Confidential Information" means any proprietary or confidential information as such terms are most broadly defined under applicable law; including non-public institutional information, student, and employee data; documentation, forms, technical specifications, access procedures, system security information, software, methods, reports and lists. "Confidential Information" also includes any non-public information of FOUNDATION or PARTICIPATING COLLEGE disclosed by either party to the other party, either directly or indirectly, in writing, orally or by inspection of tangible objects, or to which the other party may have access, which a reasonable person would consider confidential. Each party agrees:
 - not to copy or use the other party's Confidential Information in any way, except as permitted by this MOU;
 - (2) not to disclose the other party's Confidential Information to any third party, except as required by law, to its attorneys and accountants as reasonably necessary, or as authorized by this MOU; and
 - (3) to protect the other party's Confidential Information reasonably and with due care.

Information is not Confidential Information if a party can clearly show that it became known to the receiving party prior to receipt from the disclosing party, has become publicly known, except through breach of this Agreement, or is independently developed without reference to Confidential Information. The parties further acknowledge that knowing or negligently sharing Confidential Information constitutes a breach of this Agreement.

5. PARTICIPATING COLLEGE Responsibilities.

The PARTICIPATING COLLEGE shall:

- Analyze a Cornerstone LMS sample data feed and compare it with the PARTICIPATING COLLEGE's Human Resource Information System (HRIS) feed to identify similar fields and required clean up and customization.
- Provide the FOUNDATION with the PARTICIPATING COLLEGE's specific data feed files for upload to the Cornerstone LMS.
- 3) Establish and schedule an automated data feed to Cornerstone LMS, or designated data warehouse, to ensure data integrity of specific employee information, including faculty, staff, and administrator names, titles, and contact information. Resolve any errors that may occur.
- 4) Assign a dedicated Professional Development Lead (PDL) as the PARTICIPATING COLLEGE's system administrator to serve as the primary VRCProject and Cornerstone LMS contact. The PDL will acquire expertise with the Cornerstone LMS system, assign courses, and communicate to staff via the welcome screen, the Connect forum, and other channels.
- Where appropriate, involve College's Professional Development Coordinator, Director of Information Services, Director/Manager of Human Resources, or comparable positions in Cornerstone implementation.
- Customize the PARTICIPATING COLLEGE's main professional development welcome screen colors, headers, images, and navigation.
- Where applicable, add PARTICIPATING COLLEGE-specific instructor led trainings, on-campus workshops, and Keenan Safe Schools courses into Cornerstone LMS.
- Send PARTICIPATING COLLEGE-wide Cornerstone email announcements in preparation for launch.
- Customize training resources, materials, and instructions provided by the FOUNDATION and make available online to the PARTICIPATING COLLEGE community.
- Monitor the PARTICIPATING COLLEGE's online community for FAQs and share feedback with the FOUNDATION for continuous improvements.

6. FOUNDATION Responsibilities.

The FOUNDATION shall:

- Provide the PARTICIPATING COLLEGE with free integration and cover licensing fees for the Cornerstone LMS for faculty, staff, and administrators for the term of this MOU.
- Provide the PARTICIPATING COLLEGE with sample data feed template for Cornerstone LMS integration.

- 3) Have a dedicated staff person to serve as the Cornerstone LMS global system administrator and point of contact for the PARTICIPATING COLLEGE for any issues or questions that arise.
- Provide the PARTICIPATING COLLEGE with functionality to access Cornerstone through single sign-on access to the Cornerstone LMS.
- Provide training resources, materials, and instructions to the PARTICIPATING COLLEGE.
- Provide technical support and customer service for Cornerstone LMS and the VRCProject through set up, integration, and implementation at the PARTICIPATING COLLEGE.
- Train the PARTICIPATING COLLEGE's Professional Development Lead (PDL) on the Cornerstone LMS and the VRCProject.
- Upon request, FOUNDATION shall make available to the Chancellor's Office all system, college, and district data collected by the Cornerstone LMS.
- Notices. All notices and other communications required or permitted to be given under this MOU must be directed to the following individuals:

FOUNDATION PROGRAM MANAGER (All Programmatic Issues)

Elizabeth Kay Director of Professional Development 1102 Q Street, Suite 4800 Sacramento, CA 95811 bkay@foundationecc.org

FOUNDATION CONTRACTS DEPARTMENT

Foundation for California Community Colleges Contracts Department 1102 Q Street, Suite 4800 Sacramento, CA 95811 contracts@foundationecc.org

SIERRA JOINT COMMUNITY COLLEGE DISTRICT

Erik Skinner
Vice President, Administrative Services
5100 Sierra College Blvd.
Rocklin, CA 95677
eskinner2@sierracollege.edu

8. General Terms and Conditions.

- a. <u>Entire Agreement.</u> This MOU, and any valid amendments thereto, constitutes the entire, complete, final and exclusive agreement between the parties with respect to the subject matter hereof and supersedes and replaces any and all prior and contemporaneous communications between the FOUNDATION and PARTICIPATING COLLEGE regarding such subject matter.
- b. <u>Interpretation.</u> This MOU is the product of joint collaboration and drafting by authorized representatives of both PARTICIPATING COLLEGE and the FOUNDATION. Therefore, an interpretation of any term or condition contained herein shall not be construed against either party as the drafting party.
- d. <u>Headings.</u> Paragraph headings in this MOU are used solely for convenience and shall be wholly disregarded in the construction of this MOU. Paragraph headings shall not be deemed to define, limit or extend the scope or intent of the paragraphs to which they appertain.
- e. <u>Counterparts.</u> The Parties agree that this MOU may be executed in counterparts, each of which shall be deemed to be an original, but both of which together shall constitute one and the same instrument, and that a photocopy, pdf or facsimile may serve as an original. If this MOU is executed in counterparts, no signatory hereto shall be bound until both the parties have fully executed a counterpart of this MOU.
- Modification. This MOU may be modified only upon signed written agreement by both parties.
- h. <u>Non-Waiver</u>. The failure of either FOUNDATION or PARTICIPATING COLLEGE, whether purposeful or otherwise, to exercise in any instance any right, power or privilege (including but not limited to waiver) under this Agreement or under law of this Agreement shall not constitute a waiver of any other right, power or privilege, nor of the same right, power or privilege in any other instance. Any waiver by FOUNDATION must be in writing.
- Severability. If any provision(s) of this MOU is found by a court having jurisdiction hereof to be unenforceable, invalid, or contrary to law, that provision(s) shall be deemed to be severed from the remainder of this MOU, and the remaining provisions shall be harmonized and interpreted as the agreement between the parties.
- j. <u>Indemnification.</u> The FOUNDATION shall defend, indemnify and hold the PARTICIPATING COLLEGE, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, expense, attorneys' fees or claims for injury or damages are caused by or resulted from the negligent or intentional acts or omissions of the FOUNDATION, its officers, agents, or employees. The PARTICIPATING COLLEGE shall defend, indemnify and hold the FOUNDATION, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the

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Student Union Phase 1-Kitchen Renovation

\$5M final construction cost Notice of completion: February 2021 Measure E Funded

- Original cafeteria kitchen and serving areas in Building J, Campus Center brought to current building code requirements
- Kitchen plumbing and wiring updated
- Air handling units replaced to improve energy efficiency
- Generator added to support refrigerators/freezers in case of loss of power

https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/completed-projects/#kitchen

W



Parking Garage

486,700 gross square feet, 101,000 square foot footprint, 5 levels \$49.9M final construction cost Notice of completion: July 2021

Measure E funded

1,501 parking spaces

- 20 active electrical vehicle stations with 68 expansion stations
- Will address post-pandemic needs for parking on campus while helping to reduce traffic and parking impacts in the surrounding community

Watch 62-second time-lapse video of parking garage construction

https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/completed-projects/#parking and the sierra-college of the sierr

Return to text



Infrastructure Project

Construction budget: \$25M Project budget: \$32.6M Completion: Summer 2022 Measure E funded

Upsizing or replacement of utility and technology services to all existing and new buildings

- Include electrical service, low voltage (data) service, water service (potable and non-potable), sanitary sewer, and storm water systems
- Natural gas infrastructure will be extended to the planned new construction

https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/completed-projects/#infrastructure

B



https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/active-projects/#instructional

New Instructional Building

77,000 square feet, three stories Completion: Fall 2023

Measure E funded

- New, modern and comfortable classrooms for current and future instruction and will provide "swing space" for the modernization of other campus buildings
- Open lobby with student collaboration areas, small coffee shop
- Connected to Weaver Hall

Watch Time-lapse Video of New Instructional Building Construction Return to text



https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/active-projects/#housing

Student Housing

Approximately 120,000 square feet Completion: Fall 2025 Self-funded, Measure E and State of California

- 350 (+/-) beds
- Adjacent to the Student Union and Library/Learning Resource Center
- Will house student support services in addition to student residents

2



New Gym Building / Renovation

81,000 square feet (34,000sf renovation/47,000sf new construction)

Completion: Fall 2024

- State and District funded
 - Code compliant, modern, efficient space for PE classes and Athletics
 - New gymnasium
 - Campus drop-off/pick up location from Sierra College Blvd.

Virtual Tour of New Gym

Virtual Gym Exterior

Virtual Gym Interior

Live Construction Camera of New Gym

https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/active-projects/#gym

De



https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/active-projects/#science

New Science Building

65,000 square feet Completion: Summer 2025 Measure E/State/District funded

- New, right sized science labs
- New planetarium with 120 seats
- * Lobby space for Museum static and dynamic exhibits
- Student collaboration areas on second floor

Return to text





https://www.sierracollege.edu/about-sierra-college/facilities-master-plan-implementation/active-projects/#applier

Applied Technology Center Modernization

37,000 square feet Completion: Summer 2025 State and Measure E funded

This project will modernize and connect the current Automotive Technology and Woods/Metals
Technology instructional buildings, which were built in the 1960's, creating a vocational technology hub on the Rocklin campus. The modernized buildings will be compliant with current building and accessibility codes and reflect current industry technology in the labs and classrooms to support both current and future programs.

Learn more about the NextGen Makerspace (press release)

Take Virtual Tour of Applied Technology Center Modernization From: <u>Bocchicchio, Rebecca</u>
To: <u>Bocchicchio, Rebecca</u>

Subject: FW: Spring 2023 Flex Week Information

Date: Tuesday, June 27, 2023 3:45:53 PM

Attachments: Outlook-k3o2lo2m.png

From: Professional Development <<u>prodev@sierracollege.edu</u>>

Sent: Monday, January 9, 2023 3:27:04 PM

To: Professional Development < <u>prodev@sierracollege.edu</u>>

Subject: Spring 2023 Flex Week Information

Spring 2023 Flex Week

January 13 - 20, 2023

>>>Register for Workshops Today<<<

Stipends available for PT Faculty during flex week:

Workshops on Wednesday (WoW): Up to 6 hours - \$180 (\$30/hr)
Department Planning and Assessment: Up to 2 hours – Lecture rate/hr

Thanks, POD



Professional & Organizational DevelopmentOffice LR-121
(916) 660-7150
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Report Title:	Online Trainings
Report Generated By:	Lucyga, Susan
Report Generated Date/Time:	07/03/2023 04:30 PM
Record Count:	270
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Report Source:	cccpln.csod.com

Training - Source - Training Title	ILT - Part Location
Librarians' Meeting	Online
Professional Learning Community for Microbiology Faculty	Online
Humanizing Online STEM Academy Information Session	Online
Gender Equity Committee Meeting	Online
Customer Service Training for Classified Professionals	Online
Earth and Environment Interest Area Meeting	Online
Migrating Canvas Course Content to the new semester using Canvas and the	Online
Making the Unconscious Conscious: Understanding and Mitigating Bias in F	Online
Photography Department Equity Discussion	Online
English Department Planning and Assessment Meeting	Online
WoW: Understanding Sierra College's American Indian/Alaska Native Comr	Online
Professional Learning Community for Communication Studies	Online
Math Community of Practice - Creating a Sense of Trust and Support in our	Online
RISE 1 Planning and Assessment Meeting	Online
Getting to Know You Surveys and Check-Ins	Online
Health Education 1 Instructors	Online
Microbiology Faculty and Staff Pre-Semester Meeting	Online
Community of Practice: Interdisciplinary Collaboration for Creative Projects	Online
Special Pops Department Collaboration Meeting	Online
Humanities and Philosophy Department Meeting	Online
Women and Gender Studies Planning and Assessment Meeting	Online
Biology Majors Curriculum Development	Online
Microsoft Excel Training (Level 100)	Online
WoW: Classified Professionals Takeaway	Online
Online Interaction using Voice Threads	Online
Using Canvas Discussions, VoiceThread, and Flip to create online icebreak	Online
Professional Learning Community for Faculty in BIO 1, 2 and 3 and Associa	Online
Special Populations Department Meeting	Online
Building Industries (BI) Department Planning and Assessment Meeting (For	Online
HDEV Book Club: What Happened to You? and Culturally Responsive Teach	Online
Earth & Environment Interest Area Planning	Online
How to make accessible PDF documents and how to make existing PDF's a	Online
WoW: Building Trust in Learning and Work Environments	Online
Photography Department Planning and Assessment Meeting	Online
Taboo: Politics of Menstrual Blood and the Period Poverty Movement	Online
Hawkes Learning Software Demonstration	Online
1619 Project Book Study Group	Online
English Department Meeting	Online
Building Industries (BI) Department Meeting (Formely CET)	Online
WoW: Black and Disabled at Sierra College: What We Know and Can Do fo	Online
Economics Department Planning and Assessment Meeting	Online
TextExpander - A Time Saving Application for Everyone	Online
Chemistry Weekly Collaboration Meeting	Online
Al is here. Let's get prepared!	Online
Skill Development Department Planning and Assessment Meeting	Online
ESL Department Planning and Assessment Meeting	Online

Agggament Defracher	Online
Assessment Refresher	Online Online
UndocuAlly Training	Online
Accessible Flyers and Documents Honorlock	Online
	Online
Ethnic Studies Department Meeting	Online
Allied Health Planning and Assessment Meeting	
WoW: Introduction/Overview	Online
Pride Days: Caren Fernandez "Find your Why: Journey of a Filipina Lesbian	
Get Ready for Next Semester - Humanized Practices	Online
Community of Practice Calculus	Online
Adobe Express and Canvas Studio for Bumper Videos	Online
Creating a Liquid Syllabus in Canvas	Online
Academic Senate Hour	Online
Future Plans for the Biology Major Curriculum	Online
WoW: Faculty Interest Areas	Online
Creating Surveys in Canvas	Online
A Conversation with Author of "The Intersectional Environmentalist" Leah Th	
Work Based Learning- Building Foundational Skills in a Post-Pandemic Work	
Using Padlet and Flip to create a Wisdom Wall	Online
WoW: Faculty Applied Technology Interest Area	Online
WoW: Creating an Action Plan to Build Trust	Online
Advanced VoiceThreads	Online
CTRAIN Care Team Review and Suicide Assessment Training	Online
How to make Word documents and Powerpoints Accessible	Online
Crowdmark, Hands Down - A Win for All	Online
EXPRESS your Creativity using Adobe Express to make Videos Quick and	
Economics Department Meeting	Online
How to Navigate ProDev	Online
Biology Majors Curriculum	Online
Entrepreneurship Pedagogy and Curriculum Workshop	Online
Work Based Learning - The Merger of Learning and Work	Online
Lumen Learning - OHM for Math and Chemistry and Waymaker for Biology	
Human Development and Family Department Planning and Assessment Me	
History Department Meeting	Online
Eco-Justice Book Club	Online
Geography Department Meeting	Online
Public Safety Health and Wellness Counseling IA Planning Meeting	Online
Finding Balance in YOUR Life	Online
Honorlock Proctoring Tool Demonstration	Online
Wisdom Wall	Online
WoW: What If I Say the Wrong Thing? How to Better Support Our LGBTQ-	Online
Community of Practice: Math 12 College Algebra with Support	Online
The Empowering College Educators Book Club: The Costs of Completion by	Online
ESL Department Meeting	Online
Increasing Video Engagement with Playposit	Online
Communication Studies Virtual Roundtable	Online
Applied Art & Design, Artificial Intelligence Discussion plus Student Share-C	Online
World Languages and Spanish Departments Meeting	Online
Professional Learning Community for Bridging Equity Gaps in Science	Online
Communication Studies Department Planning and Assessment Meeting	Online
The Empowering College Educators Book Club: The Costs of Completion by	Online
People and Culture Days Planning	Online
Sociology Department Planning and Assessment Meeting	Online
Fire Technology Department Meeting	Online
Peer Teaching Using Flip (formerly Flipgrid)	Online
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LDO District Marketine	015
LRC Division Meeting	Online
PASS Peer Faculty Meeting and Information	Online
Community of Practice: Equity 1 Participants Fall 2022	Online
Supporting Students in ASM	Online
Advanced Features in Design Tools	Online
Work Based Learning - Lessons From the Dirt	Online
Are you teaching more than one section of the same class? Learn how to u	
Video Engagement with Canvas Studio Video Quizzes	Online
Credit for Prior Learning Workshop/Discussion	Online
Humanized Homepage	Online
Work Based Learning - The Future of Learning is Work: The Promise of Ap	Online
RISE 1 Department Meeting	Online
Using Bitmojis to Humanize Online Classes	Online
Create a Listening or Reading Lesson Plan with Scaffolded Activities Using	Online
Open Education Resources and Zero Textbook Cost Classes	Online
WoW: The Warm Hand-off: How to do it and who to contact	Online
Advanced VoiceThreads for World Languages	Online
Exploring Learning Activities in Statistics	Online
Alta - Knewton's Adaptive Learning Platform	Online
History Department Planning and Assessment Meeting	Online
Music Department Planning and Assessment Meeting	Online
LGBT Studies Department Meeting	Online
Transfer Chat with CSU Monterey Bay	Online
Self-Affirming Icebreakers	Online
Organic Chemistry Teaching Planning	Online
Creating a Google Sites Liquid Syllabus	Online
Professional Learning Community for Math 10 Problem Solving	Online
Academic Senate Retreat	Online
Theatre Arts Department Meeting	Online
Academic Support Cmte. Meeting	Online
Microsoft OneNote Training (Level 100)	Online
Business Department Instructional Support Group	Online
Community Book Reading for FACCC Recommended, "The Costs of Comp	
Nutrition Department Planning and Assessment Meeting	Online
New Full-Time Faculty Cohort	Online
Fashion Department Meeting	Online
Biology Planning and Assessment Meeting	Online
SCULPT an Accessible Online Course (2-week asynchronous training)	Online
CARE Consultation Hour	Online
Using Microsoft Bookings to Easily Schedule Student Meetings	Online
WoW: Unrecognized Barriers for Students	Online
Fashion Planning and Assessment Meeting	Online
Online Teaching Boot-Up (5-Week Session)	Online
Using the Canvas Annotation Tools for Feedback	Online
Online Teaching Reboot (6-week asynchronous training)	Online
Book Club Read of "The Slow Professor: Challenging the Culture of Speed i	
Humanities and Philosophy Department Planning and Assessment Meeting	
Professional Learning Community for Anatomy and Physiology Faculty	Online
Putting Together the Puzzle Pieces: How to identify, support, and refer a stu	
Personal Development Department Planning and Assessment Meeting	Online
Warm, Wise, Feedback	Online
Music Department Meeting	Online
Community Read: Reframing Assessment to Center Equity	
	Online Online
Liquid Syllabus Community of Practice: Applied Art and Design	Online
Community of Practice: Applied Art and Design	Online

Business Department Planning and Assessment Meeting HDEV Book Club: Culturally Responsive Teaching and the Brain Online	
Live-Streaming Like the Pros Online	
PDEV Collaboration Meeting Online	
Community of Practice: Art History Department Online	
Camtasia Video Creation and Screen Capture Videos Online	
Dinosaur Day 2023 KickOff Meeting Online	
WoW: What to Do When Encountering Hate Messaging Online	
Workshop on Wednesday (WoW) - Save the Date Online	
Allied Health Department Meeting Online	
Political Science Department Planning and Assessment Meeting Online	
Building Equity in the Music Appreciation Curriculum Online	
Buttons and Banners: Adding Branding and Navigation to Canvas pages to Online	
ELANA - Work-based Learning Tools and Tracking Online	
Design Tools Basics: Learning the basics of "The Rocketship" Online	
Administration of Justice Department Meeting Online	
Professional Learning Community for Faculty in ESS 1 and ESS 1L Online	
Anthropology Department Meeting Online	
Community of Practice: Equity Accelerator Math Online	
Create Amazing Content in Canvas: Simple Coding for Canvas Pages Online Online	
Customize and Style your Content in Canvas with Design Tools Online Online	
WGST Department Meeting Online	
CyberSecurity and Teams for Faculty Online Online	
WoW: The Post-Pandemic Student: Redefining Student Engagement in a P Online	
Crowdmark - Information/Training Session Online	
Avoiding Bias in the Hiring Process (Part I) Online	
Psychology Department Planning and Assessment Meeting Online	
Theatre Arts Department Planning and Assessment Meeting Online	
Chem 2A Course Development Online Online	
HOLI Festival of Colors - Online Conversation with Academy Award Nomina Online	
Canvas Tools to Increase Student Success Online	
CTRAIN Online	
NCC Instructional Staff Meeting Online	
Sociology Department Meeting Online	
Anatomy, Physiology, and Microbiology Faculty Round Table Online	
Professional Learning Community for Statistics Online	
Fire Technology Department Planning and Assessment Meeting Online	
Student Employee Professional Development Opportunities Online	
Nursing Department Planning and Assessment Meeting Online	
Biology Department Meeting Online	
LumaFusion Video Editing Software Online	
Mathematics Workshop Online	
Career and Technical Education (CTE) Meeting Online	
Communication Studies Department Meeting Online	
Computer Science Department Planning and Assessment Meeting Online	
Applied Art and Design Department Planning and Assessment Meeting Online	
Microlectures Online	
Native American and Pacific Islander Student Equity Workgroup (NAPISEW Online	
WoW: Barrier Breaker, Streamlining the Student Journey Online	
Earth Week Planning Online	
How to Make Canvas Content Accessible Online	
POD-DL Flex Week Meeting Online	
Canvas Basics and Beyond Online	
Business and Technology Division Meeting Online	
World Languages and Spanish Departments Planning and Assessment Met Online	

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Applied Art and Design Department Meeting	Online
IT Department Meeting	Online
Anthropology Department Planning and Assessment Meeting	Online
CTRAIN Counseling Case Management	Online
VoiceThread Basics	Online
EMT/Health Sciences Department Planning and Assessment Meeting	Online
The Canvas Rich Content Editor, using Buttons and Branding for your Home	Online
Increasing Student-to-Student Interaction in Online Courses	Online
Work Based Learning - Leading Change and Creating Buy-In	Online
DSPS/Veterans Department Meeting	Online
Earth Science Department Planning and Assessment Meeting	Online
Professional Learning Community (PLC) for Anatomy and Physiology and N	Online
Honors Cmte. Meeting	Online
Art Department Meeting	Online
Ladders of Learning: Individualizing Learning Tasks Using Mastery Paths in	Online
Streaming Video from the Library	Online
WoW: Humanize with Distance Learning	Online
Political Science Department Meeting	Online
Bumper Videos	Online
Microsoft Forms Training (Level 100)	Online
IT Department Planning and Assessment Meeting	Online
Astronomy Department Meeting	Online
Chem 2A - Bio 6 Collaboration	Online
The Empowering College Educators Book Club: The Costs of Completion by	
Part-Time Math Faculty Meeting	Online
Implementing Strategies: Management and Marketing Issues	Online
Meet the Writing Support Services at Sierra College	Online
Art History Department Planning and Assessment Meeting	Online
Stories of the High Sierra	Online
Honors Committee Canvas Review	Online
Chem A Course Development	Online
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Advanced Manufacturing Planning and Assessment Meeting	
PDEV Department Discussion of New GE Pattern	Online
Jack Lowery, author of "It Was Vulgar & It Was Beautiful": How AIDS Activis	
Distance Learning Roundtable and Q&A	Online
Empower the IX - Title IX Training for Faculty and Staff	Online
Pride Days: Pastor Casey Tinnin	Online
Maxine Hong Kingston with Kathleen Taylor-Fillebrown	Online
Reading and Discussion with Christine Kitano, Poet and Editor	Online
WoW: Management Takeaways	Online
Professional Learning Community ESS 10	Online
Accounting Best Practices and Pedagogy	Online
Microsoft Excel Training (Level 200)	Online
Office 365, Word, and Powerpoint in Canvas – embedding documents direct	
Advanced Manufacturing Department Meeting	Online
Art History Department Meeting	Online
New Part-time Faculty Orientation	Online
PDEV Department Meeting	Online
EMT/Health Sciences Department Meeting	Online
Astronomy Department Planning and Assessment Meeting	Online
Earth Science Department Meeting	Online
Clickable Calculus with Maple Learn	Online
Psychology Department Meeting	Online
Professional Learning Community for Communication Studies	Online
CTRAIN Find Your Way	Online
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Photography Department Meeting	Online
Canvas Studio Screen Capture and Adobe Express for Microlectures	Online
Nutrition and Food Sciences Department Meeting	Online
English Department Meeting: Discussion of Literature Pattern	Online

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Professional & Organizational DevelopmentOffice LR-121
(916) 660-7150
prodev@sierracollege.edu

Full Program Review Cycle

Y6: Curriculum Committee review/Close the loop

- Fall P&A: PSLO E action plans analyzed; loop closed.
- Spring P&A: Analyze SLO data, develop and implement action plan for next cycle.
- Prepare summary support of PR cycle.
- Opportunity to share work with college

Y5: Full Curriculum Review completed

- Continue work on revised action plan
- Curriculum changes reflected in catalog
- Fall P&A: PSLO D action plans analyzed; loop closed. PSLO E assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan.

Y4: Close the loop

- Continue work on revised action plan
- Curriculum changes reflected in catalog
- Fall P&A: PSLO C action plans analyzed; loop closed. PSLO D assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan.

Note: curriculum currency review continues on 6 year cycle

Y1: Review, assess, and plan

Program Review Coaches

Y1S1: Review previous goals; working with dean, collaborative assessment of current status: highlights, significant issues, target courses for CR; PSLO A (aligned CLSOs accessed)

Y2

Y1S2: Spring P&A: analyze fall SLO data, develop and implement action plan for Spring.

Develop PR action plan working with dean. Program Review Coordinating Committee confirms that action plan

- Adequately identifies issues
- Will address issues
- Is feasible/reasonable
- Has plan for assessment
- Has plan for CR for targeted courses
- Departments can submit projects for funding

Y2: Take action on plan

- Planned Curriculum revisions made for targeted courses due April 1
- Review and update department academic maps
- Fall P&A: PSLO A action plans analyzed; loop closed. PSLO B assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan.

Y3: Midcycle review

- Dean reviews plan progress with department
- Brief midterm summary
- Revise plan as needed
- With help of dean, bring in support as needed
- Curriculum Committee reviews changes
- Fall P&A: PSLO B action plans analyzed; loop closed. PSLO C assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan

Y4

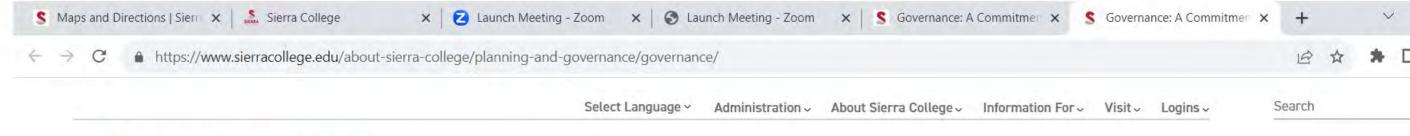
Y5

Y6

and implement action

Develop PR a

Program Rev





https://www.sierracollege.edu/about-sierracollege/planning-and-governance/governance/

ACADEMICS | ADMISSIONS | CAMPUS LIFE | STUDENT SERVICES | ATHLETICS | EV

Faculty Professional Development

Academic Senate Standing Committee

Purpose: As an Academic Senate Standing Committee, this committee develops policies for faculty professional development activities with a focus on andragogy, equity, faculty orientation, the improvement of instruction and student services, and more. The Professional and Organizational Development (POD) Council agree to "rely primarily upon" the recommendations made by the Faculty Professional Development Committee.

Membership: In addition to the Faculty Coordinator(s), this committee consists of 10 other Senate-appointed faculty, including one faculty member from each division, one from Student Services, one from Distance Learning, and one designated part-time faculty seat. The remaining seats are At-Large, filled by full or part-time faculty.

Meetings: FPD meets on the third Wednesday of the month, from 2-3:30 p.m. at this Zoom ID: 311835172, Passcode: 759333.

Meetings are open to the public, and agendas and minutes are posted on BoardDocs.

Sierra College ADMINISTRATIVE PROCEDURE

AP 2510

Participatory Governance

Date Adopted: 6/13/1989

Date Revised: 10/7/2022

Date Reviewed: 10/7/2022

References: ACCJC Accreditation Standards IV.A and IV.D.7

(formerly IV.A.2, IV.A.5); Education Code Section 70902 subdivision (b)(7); Title 5, Sections 53200 et seq., 51023.5,

and 51023.7

Participatory Governance is one of three complimentary processes which function within the college: (1) the administrative process, which deals with the operations of the college within established policies and procedures; (2) the collective bargaining process, which deals with contractual matters and working conditions as defined by the collective bargaining law; and (3) the participatory governance process described below, which provides recommendations to the Superintendent/President on the strategic direction and the policies and procedures of the college.

An evaluation of the structures and processes within this procedure, and communication of the results of the evaluation, shall be conducted on a regular basis minimally every two years.

I. PURPOSE OF PARTICIPATORY GOVERNANCE

- A. Provide the process for shared development of policies and procedures;
- B. Provide the means through which all members of the academic community (students, faculty, management, and classified) can participate effectively in the orderly growth and development of the college;
- C. Provide the coordination of college-wide standing committees, academic standing committees, and task forces.

II. STRUCTURE

A description of each major component of the governance structure follows:

A. Strategic Council

- 1. Purpose: To provide a forum for members of Strategic Council to present and discuss the concerns and interests of their constituent groups; to collaborate with the Superintendent/President by conveying the interests of the constituent groups on the strategic direction of the college; to share in decision-making by advising the Superintendent/President in the development of policies and procedures; and to assist in the dissemination of information to the college community.
- 2. Access: Access to the council is available to all constituencies, committees, staff members and students. The form of approach to the council for all individuals will be through the appropriate senate, a collective bargaining unit, the Superintendent/President, or during the college community public comment agenda item scheduled each meeting. Agenda items may be submitted by/through any constituency group. Whenever possible, back-up material should be submitted with the agenda request form to allow council members time to prepare.

3. Recommendations:

- a. All actions and recommendations of the Council will be communicated to its constituencies in the form of recollections.
- b. Should the Superintendent/President reject or modify a recommendation of the Council, the reasons for such action will be communicated to the Council and the Board of Trustees.
- c. To recognize the primacy granted to the Academic Senate by Title V regulation in the 10 + 1 areas and to protect the access that regulation grants to the Academic Senate with regards to making recommendations to the Board of Trustees, formal Academic Senate recommendations to the Board of Trustees will be brought to Strategic Council for discussion and information only. Such recommendations shall not require consensus at Strategic Council or permission of the Executive team to proceed to the Board of Trustees. The Academic Senate will, in the spirit of participatory governance, seek advice and input from the other Senates, Strategic Council, and Executive team whenever possible but this procedure shall in no way be interpreted as superseding the Academic Senate's primacy in the 10 + 1 areas and the obligations given to the Academic Senate, by Title V regulation, to present recommendations within the 10 + 1 areas directly to the Board of Trustees. (see Appendix A)
- 4. Membership by Constituency: Chair – Superintendent/President (non-voting)

Five (5) faculty members:

- 1 Academic Senate President
- 1 appointed by Sierra College Faculty Association (SCFA)
- 2 selected by Academic Senate
- 1 part-time faculty selected by SCFA and the Academic Senate

Five (5) classified members:

- 1 Classified Senate President
- 2 selected by the Classified Senate
- 1 appointed by United Public Employees of California Local 792 (UPEC)
- 1 selected by UPEC and the Classified Senate

Five (5) management members:

- 1 Management and Confidential Senate Board Member
- 2 selected by Management and Confidential Senate
- 2 selected by the Superintendent/President

Five (5) student members:

- 1 Student Senate President
- 4 selected by the Student Senate
- 5. Alternates: Each constituent group may have up to 3 designated alternates. Only designated alternates are allowed to participate in meetings in the absence of a representative. Alternates are strongly encouraged to attend meetings for continuity purposes.
- 6. Selection: The process for selection and term limits for representatives and alternates will be determined by each constituency group.
- 7. Release from Duties: It is recognized that release time may be required for Council membership and participatory governance.
- 8. Other Incentives: It is recognized that other incentives may be provided for Council membership and governance participation.

B. Academic Senate

The Academic Senate provides the faculty with a formal representative voice when making recommendations to the administration of the college and to the governing board with respect to academic and professional matters under the provisions of Title 5 Regulations, Subchapter 2, § 53200-53203. (This description of purpose describes the participation of the Academic Senate through Strategic Council and does not interfere with or supersede the Academic Senate's ability to make recommendations directly to the board of trustees on the 10 +1 areas of purview granted in Title V regulation.) Membership in the Academic Senate is as described by, and

according to, the current Constitution of the Sierra Community College Academic Senate which may be found on the Sierra College website. The Academic Senate President is elected every other year according to the Constitution.

C. Student Senate

The Student Senate represents the students as a consultative body to the council on all professional and academic matters affecting the campus/students. Membership in the Student Senate is as described by and according to the current Constitution of the Student Senate which may be found on the Sierra College website.

D. Classified Senate

The Classified Senate provides the classified staff with a formal representative and professional voice when making recommendations to the administration of the college and to the governing board with respect to classified and professional matters. Membership is as described by, and according to, the current constitution of the Sierra Community College Classified Senate which may be found on the Sierra College website.

E. Management and Confidential Senate

The Management and Confidential Senate provides the managers, supervisors, and confidential employees with a formal representative voice when making recommendations to the administration of the college and to the governing board with respect to management and professional matters. All personnel designated management, supervisory, or confidential shall be the constituents of the Management and Confidential Senate with the exception of the Superintendent/President and Vice Presidents.

F. Committees

Committees are structured under one of the following categories: Standing Committees, Task Forces, Advisory Committees and Bargaining Committees. These categories are intended to provide a structure for committee work within the College. Committees may be created, modified or disbanded after consultation with and/or action by the Strategic Council and appropriate campus body(ies) and placed within the structure. In the spirit of participatory governance, committees should have broad representation of all constituencies where appropriate.

1. Standing Committees

a. Administrative Standing committees discuss and act on administrative and operational issues. These committees report to the Superintendent/President through the Management and Confidential Senate or to the appropriate administrator. On policy and regulations, they report through the Management and Confidential Senate to the Council.

- b. Classified Standing committees are concerned with issues affecting the classified staff. On issues of policy and regulations, they report through the Classified Senate to the Council.
- c. College Standing committees are committees concerned with college-wide matters. Generally, these committees have a balanced number of members from all constituencies.

2. Task Forces

- a. Task forces are created to meet specific purposes relating to broadbased academic and professional matters. All task forces are subject to review once a year.
- b. The task force will be composed of representatives from the appropriate body or bodies in the college community and will elect a chair from its membership.
- c. Task Forces are created in the following fashion: at the direction of the Superintendent/President; at the request of the Academic Senate, the Classified Senate, the Management and Confidential Senate and/or the Student Senate in consultation with the Council; or at the request of the Strategic Council.
- 3. Advisory Committees The general purpose of these committees is to advise the District relative to specific program emphasis and change. In addition, Advisory Committees should be comprised of specialists in the subject matter area.
- 4. Bargaining Committees Bargaining related committees deal with matters subject to collective bargaining and report to their respective bargaining units.

III. PROCESS

- A. The method of conducting business should be predetermined by each group. The above groups may operate under Robert's Rules of Order or by such other protocols as they prefer.
- B. All meetings with the exception of personnel, negotiations, and litigation sessions are open to all members of the college community. Agendas will be published prior to the meetings, posted, and distributed as appropriate to aid communication and in compliance with current state regulations.
- C. Development and dissemination of the Strategic Council agenda and related materials is the responsibility of the President's Office.

- D. When an issue requiring action is presented to Strategic Council, the council will provide a response period sufficient to allow for comment from all constituents before acting upon the issue. Council representatives may waive their rights to the response period.
- E. Recommendations from committees and task forces shall be forwarded to the appropriate senate and Strategic Council. Should the council reject the recommendation of a committee, the following shall occur:
 - 1. Strategic Council or Strategic Council representatives shall consult with the committee from which the recommendation emanated in an attempt to resolve any differences;
 - 2. In the event an agreement cannot be reached, the Council or representatives shall meet and consult with the appropriate senate in an attempt to resolve the differences;
 - 3. In the event an agreement is not reached in #2 above, the Council is recognized as the final recommending authority to the Superintendent/President; however, policies relating to academic and professional matters are subject to the provisions of Title 5, Subchapter 2. Academic Senates, § 53200-53203.
- F. Recommendations from the Academic Senate on academic and professional matters are normally forwarded to the Board of Trustees through the governance process. However, under Title 5, § 53203(c)&(d) while in the process of consulting collegially, the Academic Senate shall retain the right to meet with or appear before the Board of Trustees with respect to the views, recommendations, or proposals of the Academic Senate. In addition, after consultation with the administration of the College, the Strategic Council and/or District, the Academic Senate may present its views and recommendations to the Board of Trustees.

The Board of Trustees shall respond to the Academic Senate in the following manner:

- 1. In instances where the Board of Trustees elects to rely primarily upon the advice and judgment of the Academic Senate, the recommendations of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Board of Trustees or its designee, upon request of the Academic Senate shall promptly communicate its reasons in writing to the Academic Senate.
- 2. In instances where the Board of Trustees elects to provide for mutual agreement with the Academic Senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy

exposes the District to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board of Trustees may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

G. Appeals

- 1. If an individual or committee decides to appeal the recommendation of a committee or task force, that appeal shall be directed to that body.
- 2. If the appellant is dissatisfied with the results of appeal, a request for a hearing may be made to the Strategic Council.
- 3. The Council shall hear the appeal including all supporting evidence provided by the academic committee or task force whose decision is being appealed.
- 4. The recommendation of the Council will be forwarded with all arguments to the Superintendent/President for a final decision.
- 5. Any action of the Council may be appealed directly to the Superintendent/President.

H. Amendment to Administrative Procedure 2510

- 1. Proposed amendments to Administrative Procedure 2510 may be initiated in any of the following ways:
 - a. By the Strategic Council
 - b. By any of the four representative bodies (Academic Senate, Classified Senate, Management and Confidential Senate, Student Senate)
 - c. By any committee currently approved under this policy
 - d. By a statement signed by 25 members of the college community
 - e. By the President's Office as necessary on an ongoing basis, at least every six years, to ensure compliance with law and effectiveness in fulfilling the District's mission
- 2. The process for approval of an amendment is as follows:
 - a. The recommendations for an amendment must be submitted to Strategic Council as an agenda item.
 - b. The Council shall refer the proposed amendment to all the representative bodies with a designated return date.

- c. Each representative determines its own process for review and approval by its constituency.
- d. Strategic Council must consider the results of the review by the representative bodies and take formal action.
- e. A recommendation for approval shall be forwarded to the Superintendent/President and the Board of Trustees.
- f. In the event that Strategic Council disapproves the proposed amendment, it shall consult with the group from which the recommendation emanated in an attempt to resolve any differences.
- g. Strategic Council is recognized as the final recommending authority to the Superintendent/President. However, policies relating to academic and professional matters are subject to the provisions of Title 5, Subchapter 2. Academic Senates, § 53200-53203.

Note: This procedure in no way usurps the legal requirement as cited below regarding participation of faculty in:

Distribution of academic presentations (Education Code 66450)
Administrative retreat rights (Education Code 87458)
Equivalencies to minimum qualifications (Education Code 87359)
Faculty hiring (Education Code 87360)
Faculty evaluation (Education Code 87663)
Faculty tenure (Education Code 87610.1)
Faculty service areas (Education Code 87743.2)
Curriculum committee (Title 5 Section 55002)
Academic senate/union agreements (Title 5 Section 53204)

See Board Policy 2510.

APPENDIX A

Sierra College Academic and Professional Matters 10+1

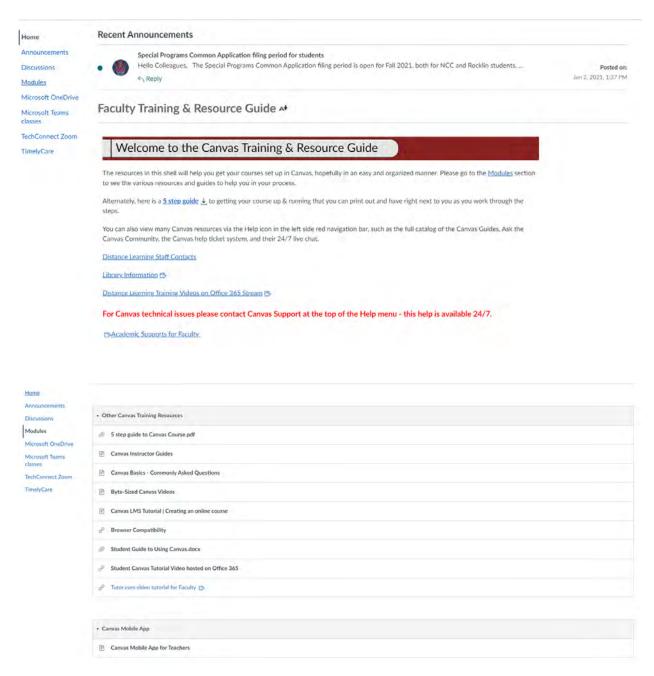
Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Section 53200 (c) "Academic and professional matter" means the following policy development and implementation matters:

1.	Curriculum including establishing prerequisites and placing courses within disciplines	Rely Primarily
2.	Degree and certificate requirements	Rely Primarily
3.	Grading policies	Rely Primarily
4.	Educational program development	Mutually Agree
5.	Standards or policies regarding student preparation and success	Rely Primarily
6.	District and college governance structures, as related to faculty roles	Mutually Agree
7.	Faculty roles and involvement in accreditation processes, including self-study and annual reports	Mutually Agree
8.	Policies for faculty professional development activities	Rely Primarily
9.	Processes for program review	Rely Primarily
10.	Processes for institutional planning and budget development	Mutually Agree

^{+1.} Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

Board Approved 12/11/2018

The Faculty Resource is a Canvas site that provides information and resources for faculty regarding the development and design of a Canvas classroom. Below are two screenshots of the Canvas site that demonstrate the types of information available to faculty:



Additionally, new and existing online faculty are sent the Effective Practices Review Rubric Guide that clearly outlines what is expected regarding instructional effective practices for an online course.



Effective Practices Review Rubric Guide

This guide provides further explanation of each section in the Effective Practices Online Course Review Rubric. Please note that in Sections B-F, the examples listed are not individually required; instead, these are examples of effective ways that a course can address each section.

Section A: Required Items

- Is the course syllabus present?
- Is the instructor's contact information listed?
- Does the course include instructor-generated content?
- Is instructor presence clearly demonstrated?

Explanation

A course **must** include the above-listed four items in order to pass its Effective Practices review.

- For examples of instructor-generated content, see Section C below
- For examples of instructor presence, see Sections C and F below

Section B: Overall Organization

- 1. How is this course organized?
- 2. How do students know where to begin each week?
- 3. Is the content presented in sequentially organized chunks?

Explanation

A course's **overall organization** includes, but is not limited to, the following topics:

- Clear navigation (e.g., Canvas Modules, Pages with hyperlinks)
- Welcoming Home Page
- Instructions for orientation (e.g., text, video)
- Weekly overview/instructions/introduction (e.g., an overview Page in a Module)
- Content that is presented in sequentially organized chunks (e.g., weeks, learning units)
- Learning objectives that are listed within the course materials

Section C: Content and Activities

- 1. What kinds of content and activities does this course include?
- 2. What online tools and media does this course include?
- 3. Is there approximately enough content for the course's unit hours?

Explanation

Content and activities from outside sources (e.g., Khan Academy, textbook publishers) can add depth and variety to online courses. Content and activities that have been designed and/or created by the instructor demonstrate instructor presence in the online course.

Examples of course content and activities include, but are not limited to, the following:

- Written work, essays, research papers
- Creative work
- Discussions, VoiceThread, Flipgrid, Discord
- Presentations (e.g., PowerPoint, Prezi, Google Slides)
- Instructor-generated content (e.g., lectures, text, videos, audio/podcasts)
- Content created by a publishing company
- Open Educational Resources
- Textbooks
- Videos from outside sources (e.g., YouTube, TED Talks, Khan Academy)
- Projects
- Group work
- Peer review
- Social media engagement
- Traditional quizzes/exams

Section D: Assessment

- 1. How is the course designed to assess students' learning?
- 2. What types of activities count toward the final grade?
- 3. Are there clear instructions for completing assessments?

Explanation

Examples of **assessment modes** include, but are not limited to, the following:

- Written work, essays, research papers
- Creative work
- Discussions, VoiceThread, Flipgrid, Discord

- Presentations (e.g., PowerPoint, Prezi, Google Slides)
- Student-created videos (e.g., YouTube, Canvas Studio)
- Projects
- Group work
- Social media engagement
- Traditional quizzes/exams

Section E: Student-to-Student Interaction

- 1. How does this course facilitate weekly interaction among students?
- Is the student interaction required (e.g., graded) or optional?
- 3. Is the interaction designed to foster a sense of community among students?

Explanation

Examples of student-to-student interaction include, but are not limited to, the following:

- Discussions, VoiceThread, Flipgrid, Discord (if responses are required)
- Peer review
- Group work
- Student-generated content (e.g., Canvas Pages, wikis, Google Docs/Sites/ Slides)
- Creative work (if collaboratively created)

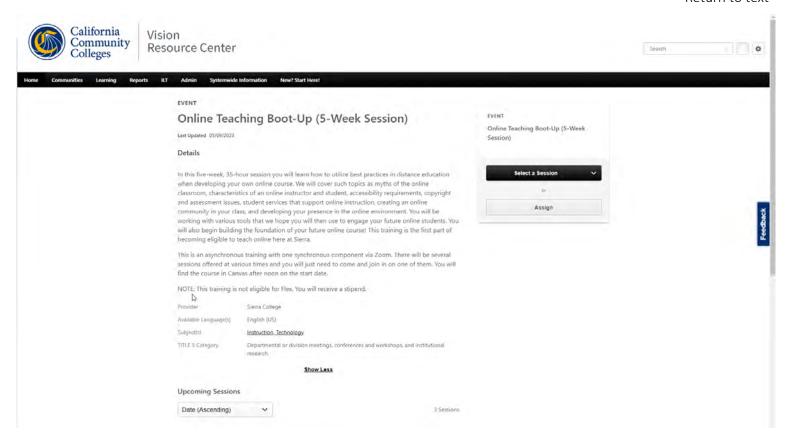
Section F: Instructor-to-Student Interaction

- 1. How does the instructor maintain regular and effective contact with students?
- 2. How does the instructor provide feedback on student work?
- 3. How does the instructor initiate contact with students?

Explanation

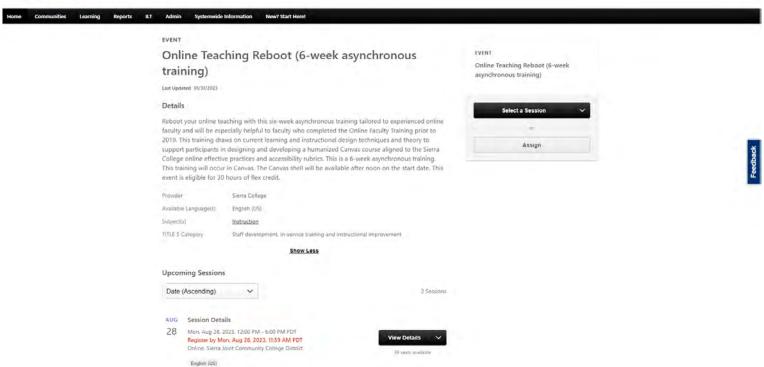
Instructor-to-student interaction demonstrates instructor presence in an online class. Examples of **instructor-to-student interaction** include, but are not limited to, the following:

- Canvas Announcements
- Participation in Discussions, VoiceThread, Flipgrid, Discord
- Feedback on student work (e.g., assignment comments, rubrics, annotations)
- Instructor-generated videos (e.g., welcome, weekly overview, instructions, lectures)
- Instructions for completing and submitting student work
- Instructor's personal introduction
- Video conferencing (e.g., Zoom, Teams)
- Available for communication (e.g., Canvas Inbox, "Questions" discussion, phone/ text)









DE Community and the Community of the Co		
DE Courses - Regular & Substantive Interaction		
Date of Review:		
Course Title:		
CRN:		
Instructor:		
Time In Class:		
Evidence of Student-to-Student Interaction		
High, Medium, Low		
Community Clearly Developed		
Discussion Boards		
Flip/Voice Thread		
Social Media		
Peer Review		
Group Work		
Other		
other		
Evidence of Instructor-to-Student Interaction		
High, Medium, Low		
Announcements		
Discussion Boards		
Flip/Voice Thread		
Social Media		
Feedback on Student Work (assignment comments, annotations, rubrics)		
Video Conferencing (Zoom, Teams)		
Communication via Canvas Inbox, "Q's" DB, phone/text		
Instructor Generated Videos (welcome, weekly overview/wrap up, instructions)		
Other		
Teacher Activity Report		
High, Medium, Low		
Percentage of Overal Interaction Level		
100% Expectation Met		
90% Expectation Met		
80% Expectation Met		
70% Expectation Met		
60% Expectation Met		

50% Expecation Met

Effective Online Course Rubric

Instructor Name:	Instructor Name:	
Course Name:		
Date:		
Course must be 25% complete and ADA compliant in order to be reviewe all of these items are required but are examples of effective online pract		
Course Design		
Navigation is clear		
Syllabus		
Orientation to class, "Video Tour" or "Written Tour"		
"Start Here First" learning module Learning modules		
Clear and written objectives in every learning		
module		
Interaction and Collaboration		
Plan for initiating contact prior to beginning of class (Welcome Email)		
Clear standards are set for instructor availability and turn-around time for email/Canvas	;	
message response (Maximum suggested email/Canvas message response time: 48 hours		
weekday and 72 hours on the weekend)		
Students introduce themselves to begin community building		
Instructor introduces themselves to the students		
Effective student-to-student interaction is evident		
Effective student-to-instructor interaction is evident		
Collaboration activities for team building and/or workplace skills		
Multiple communication tools (students to instructor, student to student) Announcements Discussion forums Wikis		

Course message Canvas inbox/email Telephone Virtual conferencing tools	
Regular and constructive feedback on assignments a	nd
quizzes Instructor presence is clearly demonstrated	
Content/Assessment	
A variety of assessments (formative and summative)	
Standard testing	
Essay/term paper style tests, quizzes, midterr	ns,
finals Projects	
Authentic assessment (to do, be or know)	
Written work	
Group work	
A variety of Activities	
Written	
Assessments	
Collaborative	
Publisher's content	
Building a learning	
community Peer reviews	
Instructor generated content is developed	
Presentation files (PPTs, Prezi, Sway,	
etc) Text lecture	
Audio lecture	
Video lecture	
Weekly unit wrap up to connect all	
material Voicethreads	
Rubrics, guidelines, samples of "good work" and mod	leis for assignments and activities
Clear instructions for activities	ian ka ala
Clear instructions on how to use communicat	
How will you (instructor) interact and participations.	
class Turnaround time for assignment feedba	J.K
Assignment guidelines Rubrics	
Model of good work from prior students	
Plan for grading	

How have you organized your course content to facilitate learning in this online/hybrid course? (Use of modules, pages, manageable chunks, sequentially organized in each segment) Where can reviewers find examples in your course?
How do you account for the total number of hours required each week? (Unit hours, plus outside readings and homework)?
Describe your student/student interaction plan. How will you foster a sense of community and engagement in the classroom?
and engagement in the classicom:

Explain what tools and media support you will be using to enhance the delivery of your
online course.
_
How are you going to facilitate student/instructor interaction? (Class announcements, use
Canvas inbox, "Questions for instructor," discussion board forums, etc.)
Congretulations this source has passed the Online Bovious Presses
Congratulations, this course has passed the Online Review Process.
Committee Comments:
☐ This course must come back through the Online Review Process with the following
recommendations incorporated.
Recommendations:
Due Date for next review:

Faculty Online Training Syllabus

Instructor: Suzanne Davenport

Office Location: LRC 134 Phone: 916-660-7254

Email: sdavenport@sierracollege.edu

Course Description

This five-week course will familiarize you with distance learning, specifically online instruction, and prepare you to teach in this modality. By the end of the training you will have more of an understanding of what distance learning is all about – the myths, challenges and positive aspects of teaching from anyplace at any time. The primary focus of the training is to ensure that you complete the session with having a thorough understanding of the best practices in online education and that you have the tools necessary to develop a successful online course.

During the training, you will begin to understand who the online student is and what your role as the instructor is in the online classroom. You will have the opportunity to discover innovative tools that are available for you to develop a successful online course.

Specific topics covered within the content of this training will include: best practices, online course design, fostering community in the online environment, netiquette, technology tools, learning styles, accessibility, copyright, assessments and rubrics, online student support services, state and federal regulations and mandates that are associated with the online classroom.

As many of you may know, the course management system we use to deploy our online courses is Canvas. Although you may use Canvas in the on-ground classroom, you will understand its function from a student's perspective in the online environment during this training. By understanding the challenges that your students may face, you are bound to become a more effective online instructor. Additional training on Canvas is available if you are new to the system.

Understanding the Week

New material, including lectures, assignments and discussion board questions will be available each Monday by noon. By Thursday, you will have to make your initial post to the Discussion Board by responding to my questions. All other homework and your responses to your peers' posts will be due by midnight on Sunday. The course content is divided into six units with two being presented each week for the first three weeks. The final two weeks of the training will be devoted to your online syllabus preparation and the beginning stages of developing your new online course.

What Day Is It?	
Day One is Monday - New material posted	
Day Two is Tuesday	
Day Three is Wednesday	
Day Four is Thursday - Initial weekly posting to the discussion board due	
Day Five is Friday	
Day Six is Saturday	
Day Seven is Sunday - Homework assignments, discussion board responses due	

Navigating the Course

I want to feel comfortable understanding where the left side navigation links will take you to within this course. The **Home** link is the entrance page of the training. On this page, you will be able to access the weekly modules as they become available, in addition to finding other useful course documents to get you started in the training. The next link is the **Announcement** page and will be regularly updated with information that I want to share with you as well as a weekly check in. Be sure to check this out on a regular basis - at the very least weekly.

Next, you will find the **Pages** and **Modules** links. In your future courses, you will typically choose to use one of these options for your students to access the weekly content. In this training, I expose you to both of them so that you can determine which works best for your overall teaching style.

The next area is **Discussions** and this is where the "classroom community" can be developed. Discussion boards are one of the most common tools used to create the instructor-to-student and student-to-student interaction that is required in an online course. More on that below.

The **Grades** link will be the area where you will find your grades and feedback that I will provide on assignments. Please note that for this training you will be receiving several zeros in the gradebook. Do not panic over this! I cannot actually give you a grade for your work, so you receive a zero indicating that you have completed an assignment. In this case a zero is a good thing!

You will then see the **Quizzes** link and will access it to complete the Syllabus Quiz and a quiz during week two.

The last two links will take you to two Student Support resources - the **Sierra College Library** and **Tutor.com 24/7 Online Tutoring**.

Discussion Board

This link deserves a section all of its own since it is the heart and soul of an online class! This is the area where students can participate and share their insightful thoughts and reflections based upon the course content for the week. It is essential for creating that sense of community, which online students must have to not feel isolated in their online experience. Remember that during this training you are the student. The more you participate in the DB (discussion board), the more you will take away from any class, regardless if you are an instructor or a student.

There will be two to four questions posted on the DB each week. These questions will relate to the topics covered in the lectures. You will be required to respond to two of the questions by Thursday of each week. In addition, you will be required to respond to three of your peers' comments by Sunday at midnight. However, be sure to check the board throughout the week to see what comments others have made in the class and respond wherever you want to. I want you all to contribute to the rich dialogue that can take place in the DB and feel that sense of community that can take develop! The purpose of having two separate due dates in the DB is so that the dialogue can really develop into an asynchronous conversation over time.

Class Attendance

The true beauty of online education is that you can take or teach a course from any place at any time! However, do not confuse that with not actively participating in your course or this training. I encourage you to login to the training at least three times during the first three weeks and as often as necessary to complete your work the last two. In order to receive the most out this training you will find that you need to participate in the discussions regularly. By participating in this course, you will experience first-hand what your future students will experience. This will prove invaluable when they come to you with challenges they may have in the online environment.

Course Overview

Unit One: Defining Distance Learning, Myths of the Online Classroom, The Online Student and

The Online Instructor

Unit Two: Technology and Netiquette

Unit Three: Learning Styles, Assessment and Rubrics

Unit Four: Accessibility and Copyright

Unit Five: Best Practices and Online Course Design

Unit Six: Fostering Online Community and Other Issues Unique to the Online Teaching

Environment

Course Outcomes

1. Understand distance education and more specifically online learning

- 2. Know who the online student is
- 3. Recognize the characteristics of a successful online instructor
- 4. Evaluate various tools that may be appropriate for the online classroom
- 5. Develop and adhere to online netiquette guidelines
- 6. Identify best practices in online learning
- 7. Understand the importance that a "sense of community" plays in the online classroom
- 8. Know the accessibility requirements for the online classroom
- 9. Become familiar with copyright issues pertaining to online instruction
- 10. Understand how to develop effective student-to-student and student-to-instructor interaction in the online environment
- 11. Know the importance of developing a course with Universal Design
- 12. Understand compliancy issues, including ADA and those mandated by Title V
- 13. Enjoy the training

From: <u>Davenport, Suzanne</u>

To: <u>Cartwright, Rikki</u>; <u>Bocchicchio, Rebecca</u>

Subject: FW: Distance Learning Update - Shift in Trainings/Drop-In Hours

Date: Tuesday, March 17, 2020 2:45:41 PM

Attachments: <u>image001.png</u>

Rikki – Could you please send this out to the deans and managers! Thank you! --Suzanne



Suzanne Davenport
Distance Learning Coordinator
(916) 660-7254
sdavenport@sierracollege.edu
www.sierracollege.edu

From: Davenport, Suzanne <sdavenport@sierracollege.edu>

Sent: Tuesday, March 17, 2020 2:43 PM

To: Full-Time Faculty <Full_Time_Faculty@sierracollege.edu>; Part-Time Faculty

<Part_Time_Faculty@sierracollege.edu>

Cc: Birdsong, Cynthia <cbirdsong@sierracollege.edu>; Colvin, Aimee <acolvin@sierracollege.edu>

Subject: Distance Learning Update - Shift in Trainings/Drop-In Hours

Hi Everyone — During the past eight days we have had over 300 hundred faculty attend in-person training sessions AND approximately another 150 more Zoomed into these live sessions! The drop-in lab has had a non-stop flow of faculty seeking assistance with their courses since the middle of last week (and we were open 17 hours over the weekend). Then we have the faculty liaisons who have been available to provide one-on-one assistance to anyone that has reached out to them.

WOW....you are all incredible! I recognize how difficult this transition has been for so many of you, and I am so impressed with how you have responded to the challenge. Thank you for all of your effort in making this transition to remote instruction. Although this afternoon concludes our last inperson training, plans are underway to continue to offer our services remotely. You can find any of our training sessions offered this past week on our Distance Learning channel at the following link — https://web.microsoftstream.com/channel/59137f07-8868-4442-8433-8c0b60d04973.

Before I get to the new training format I have a quick Zoom update! Last Friday we requested full version Zoom accounts for all faculty. We received confirmation yesterday that this request was processed and is now complete. If you had a basic account, or no account at all, then you should have received an email invitation from CCCTechConnect which you MUST accept before your account is active or converted to a full service account. Please respond to the email if you intend to use ConferZoom in your class at any point during this semester. If you already had a full service account then you should not have received the email and you do not have to do anything. Just continue to enjoy Zooming with your students!

There will be no training or drop-in sessions offered tomorrow March 18th. The department needs

to spend the day catching up on emails, creating short videos and moving trainings and drop-in sessions to remote delivery. Effective Thursday, March 19th we will offer "DL Live" (remote drop-in hours) with the distance learning team Monday through Friday from 10:00am to 6:00pm. This will continue through April 3rd and then start back up after spring break. The drop-in hours will not be available over the weekends. The link you can you use to access "DL Live" on Thursday morning is https://cccconfer.zoom.us/j/255915484. By the end of Friday, we will have a schedule of trainings available for next week which will only be available through Zoom. If there is a particular training that may benefit you during this time, please let us know and we will see what we can do to accommodate your needs.

Don't forget to frequently check back to the <u>Faculty Training and Resource Guide</u> as we update it on a regular basis with new information. Again, a huge thanks to you all for everything you are doing for our students! Please know that we will continue to be available and support you over the remainder of the semester. I have one last link to share with you. It will take a couple of minutes to watch but should bring a smile to your face! Enjoy -

 $\underline{https://insidehighered.com/quicktakes/2020/03/17/\%E2\%80\%98i-will-survive\%E2\%80\%99-teaching-online\ .$

Keep up the amazing work! --Suzanne



Suzanne Davenport
Distance Learning Coordinator
(916) 660-7254
sdavenport@sierracollege.edu
www.sierracollege.edu

Effective Online Course Rubric

Instructor Name:		
Instructor Name:		
Course Name:		
Date:		
Course must be 25% complete and ADA compliant in order to be reviewed Not all of these items are required but are examples of effective online practices		
Course Design		
Navigation is clear		
Syllabus		
Orientation to class, "Video Tour" or "Written Tour"		
Learning modules		
Clear and written objectives in every learning module		
Interaction and Collaboration		
Plan for initiating contact prior to beginning of class (Welcome Email)		
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response (Maximum suggested email/Canvas message response time: 48 hours weekday and 72		
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Instructor introduces themselves to the students		
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Effective student-to-instructor interaction is evident		
Enective student-to-instructor interaction is evident		
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Multiple communication tools (students to instructor, student to student) Announcements Discussion forums Wikis		

Course message Canvasinbox/email TelephoneVirtual conferencing		
tools		
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quizzes Instructor presence is clearly demonstrated		
Content/Assessment		
A variety of assessments (formative and summative)		
Standard testing		
Essay/term paper style tests, quizzes, midterms,		
finals Projects		
Authentic assessment (to do, be or know)		
Written work		
Group work		
A variety of Activities		
Written		
Assessments		
Collaborative		
Publisher's content		
Building a learning		
community Peer reviews		
Instructor generated content is developed		
Presentation files (PPTs, Prezi, Sway,		
etc) Text lecture		
Audio lecture		
Video lecture		
Weekly unit wrap up to connect all		
material Voicethreads		
Rubrics, guidelines, samples of "good work" and models for assignments and activities		
Clear instructions for activities		
Clear instructions on how to use communication tools		
How will you (instructor) interact and participate in		
class Turnaround time for assignment feedback		
Assignment guidelines		
Rubrics		
Model of good work from prior students		
Plan for grading		

How have you organized your course content to facilitate learning in this online/hybrid course? (Use of modules, pages, manageable chunks, sequentially organized in each segment) Where can reviewers find examples in your course?
How do you account for the total number of hours required each week? (Unit hours, plus outside readings and homework)?
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online course.	
How are you going to facilitate student/instructor interaction? (Class announcements, use	
Canvas inbox, "Questions for instructor," discussion board forums, etc.)	
☐ Congratulations, this course has passed the Online Review Process.	
Committee Comments:	
This course must some back through the Online Povicy Process with the following	
This course must come back through the Online Review Process with the following	
recommendations incorporated.	
Recommendations:	
Neconimendations.	
Due Date for next review:	





Admin Systemwide Information New? Start Here! EVENT WoW: Humanize with Distance Learning EVENT WoW: Humanize with Distance Last Updated 01/05/2023 Duration 2 hours Learning Details Meaningful instructor-learner relationships promote a community of interconnectedness and Notify Me belonging. Come explore the principles and 8 elements of humanizing online learning environments to support the success of student scholars. In addition, learn about the latest updates in Canvas, the review process and more. Time will be available for questions and answers and to share your online facilitation challenges and accomplishments. Assign Provider Sierra College Available Language(s) English (US) Subject(s) <u>Technology</u> Training Contact Michelle Macfarlane (916) 660-7906 mmacfarlane@sierracollege.edu TITLE 5 Category Staff development, in-service training and instructional improvement **Show Less Upcoming Sessions** Date (Ascending) 0 Sessions

Online and Hybrid Quality Assurance Checks

To ensure online and hybrid courses continually meet accreditation standards after the initial course review, a quality assurance check of courses will be completed in conjunction with the faculty classroom observation process.

One section of each course that is taught in a distance learning modality will be reviewed for both effective practices and accessibility using the rubrics that have been approved by Academic Senate for the Online Course Review Process. The effective practices portion will be conducted by the manager of DL and the accessibility checks by DL department staff.

If a course does not meet the quality assurance standards, the instructor will be encouraged to complete the Reboot Online or SCULPT Training that semester or at the beginning of the following semester depending on the date of the evaluation. The course will then be checked for effective practices and accessibility the following semester that it is taught by the instructor.

If it does not pass during the second check then the instructor will not be eligible to teach the course in the online or hybrid modality until they demonstrate in a separate process developed by the DL department that they are able to meet the necessary requirements. Upon recommendation by the AEA and DL this additional review may be granted.

From: Bocchicchio, Rebecca
To: Bocchicchio, Rebecca

Subject: FW: First draft of ACCJC midterm report--action requested

Date: Tuesday, June 27, 2023 3:03:33 PM

Attachments: <u>image001.png</u>

From: Davenport, Suzanne <sdavenport@sierracollege.edu>

Sent: Tuesday, April 25, 2023 2:41 PM

To: Bocchicchio, Rebecca <rbocchicchio@sierracollege.edu>

Subject: Re: First draft of ACCJC midterm report--action requested

Tally Results:

High - 10

High/Med - 7

Med - 1

Med/Low - 2

Low - 4

Too Many Tools & Not Enough Canvas Content - 1 (I'm counting this as the fifth low item since we couldn't see the content and verify interaction)

My thoughts would be to consider anything to be Medium or above at the level we want to aim for.

18 above minimal standard (med and above)

2 at minimal standard (med/low)

5 under minimal standard (low)

This would give us 72% a the minimal or 68% if you don't want to include the 1 medium result on its own. Let me know what you think. Thanks! --Suzanne



Rebecca Bocchicchio
Vice President, Instruction
(916) 660-7500
rbocchicchio@sierracollege.edu
www.sierracollege.edu

Mission, Vision and Core Values

Home > About Sierra College > Mission, Vision and Core Values

About Sierra College Plan Implementation MISSION, VISION AND CORE VALUES

Planning and Sierra College Foundation

Student Equity

Sierra College serves a diverse set of communities from the Sacramento Valley to the Sierra Nevada mountains, including Placer, Nevada and portions of El Dorado and Sacramento Counties. To meet the needs of these communities, Sierra College offers a wide range of degree, transfer, career, and technical training programs at four campuses in Rocklin, Roseville, Grass Valley and Tahoe-Truckee.

Mission Statement

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.

Vision Statement

Sierra College will be the preferred destination for higher education and training in our region while eliminating achievement gaps among our students.

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.

- 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.

Reference: Sierra College Board Policy 1200

https://www.sierracollege.edu/about-sierra-college/mission-vision-values/

DISTRICT MISSION AND INSTITUTIONAL OUTCOMES

Sierra College serves a diverse set of communities from the Sacramento Valley to the Sierra Nevada mountains, including Placer, Nevada, and portions of El Dorado and Sacramento Counties. To meet the needs of these communities, Sierra College offers a wide range of degree, transfer, career, and technical training programs at four campuses in Rocklin, Roseville, Grass Valley, and Tahoe-Truckee.

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- 1. Empower students in their education.
- 2. Strive toward student success and continuous impr ovement.
- 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 stak eholders in decision making.
- Manage all resources in a manner that is sustainable and responsible.
- Support and model excellence and innovation in teaching, learning, scholarship, and creativity.

Reference: Sierra College Board Policy 1200 (https://go.boarddocs.com/ca/sierra/Board.nsf/goto/?open&id=BSZT VV794248)

Sierra College Commitment

Since its first days, the commitment from Sierra College has been to provide a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and lif elong learning.

While Sierra College is focused on our immediate service area (https://www.sierracollege.edu/wp-content/uploads/2022/07/districting-sierr a-board-map-enlarged.jpg) and its surrounding communities, we welcome all students, whether from other parts of California, other states (https://www.sierracollege.edu/admissions/costs/), or from outside the US (https://www.sierracollege.edu/student-services/support-programs/international-students/). Whether a student's goal is to transfer (https://www.sierracollege.edu/student-services/career-transfer-internship/) to a four-year college or university, earn an associate's degree or certificate (http://catalog.sierracollege.edu/degrees-certificates/), learn job skills, or engage in lifelong learning (https://www.sierracollege.edu/academics/community-learning/), Sierra College has a place for them.

In order to ensure Sierra College is meeting its promise, the college regularly reviews the progress of our

students (https://www.sierracollege.edu/about-sierra-college/planning-and-governance/student-learning-outcomes-slos/#Student-Learning-Outcomes-and-Results-by-Program) through assessing learning outcomes and monitors to ensure that students, regardless of background, are achieving their educational goals (https://www.sierracollege.edu/academics/interest-areas/).

Student Learning Outcomes

Student learning outcomes (https://www.sierracollege.edu/slo/students/#islos) state the expected knowledge, skills, and abilities students possess as a result of utilizing services and completing a course, a certification or a degree. At Sierra College, instructional programs define student learning outcomes for their content areas and link them to courses, certificates and degrees. Student learning outcomes for individual programs may be found on the Sierra College website. Course student learning outcomes are included in the class schedule. The general education sequence supports students' attainment of the college's institutional outcomes, as do the student learning outcomes for student services. These outcomes align with our district mission, support our vision, and reflect our core values.

Institutional Outcomes

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

- 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).
- Write—Communicate thoughts, ideas, and information eff ectively in writing in a variety of modes and for a variety of purposes. Accurately and persuasively convey information and ideas using logic, r easoning, and effective rhetorical strategies. Use corr ect grammar, spelling, punctuation, diction, style, and format.
- 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.
- 4. Dialogue—Interact in a v ariety of dynamic situations b y assessing the needs of the audience, creating a message, adapting to audience feedback, and responding appropriately. Through dialogue, build mutual understanding with individuals fr om various backgrounds.

Technology and Information Competency

- 1. Demonstrate Technical Literacy—E fficiently and accurately use current computer and other relevant technologies to acquire, process, and present information. Organize and maintain records.
- Apply Technology—Use computer applications and other technologies in the learning process, real-world scenarios, and the workplace. Organize and maintain records.
- Access Information—Recognize the need for information; choose and narrow topic. Formulate search questions. Gather, organize, and discriminate among various sources of information.
- Evaluate and Examine Information—Filter information for r elevance 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

- Inquire—Identify and understand questions or pr oblems across disciplines and in practical applications. De velop hypotheses.
- 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.
- Problem Solve—Use sound reasoning to specify solutions and consequences. Test hypotheses using methods appr opriate to the problem (such as the scientific method, mathematical r easoning, and principles of logic).
- 4. Express—Acquire an appreciation and involvement in the creation or performance of works of fine art, craft, music, drama, and/or cultur e. Participate in games, sports, dance, and outdoor pursuits based on individual interests and capabilities.

Citizenship

- 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.
- 2. Diversity—Recogniz e, understand, and respect diversity of belief, culture, value, ability, gender, race, age, and sexual orientation.
- Sustainability/Global A wareness—Develop values and behaviors that
 respect the natural envir onment. Evaluate social justice issues and
 identify social responsibilities to elicit social change. Recogniz e the
 ethical implications of political, social, and economic institutions.
- 4. Personal Responsibility—Accept personal r esponsibility by recognizing oneself as the principal cause for oppor tunities and experiences. Effectively develop, apply and manage a healthy physical lifestyle and emotional well-being; self-motiv ate through planning and acting to accomplish goals. Recogniz e the value of lifelong learning.

Return to text

SIER	RA	Report and Reflect: SLO Assessment Summary Fall 21+	
* Re	equir	red	
Re	fled	et en	
Afte	er ana	alyzing the results, answer the following questions.	
á	achi	ing Canvas outcomes for SLO assessment, did you observe any outcome evement gaps by equity populations when looking at the Outcome nboard?	
		ed on student feedback, what instructional practices worked and/or didn't wrepare students to achieve the outcome? 🖫	ork/

13. For those students who did not achieve the outcome what instructional practices didn't work as well as hoped to develop knowledge/skills related to the outcome?

* (4)

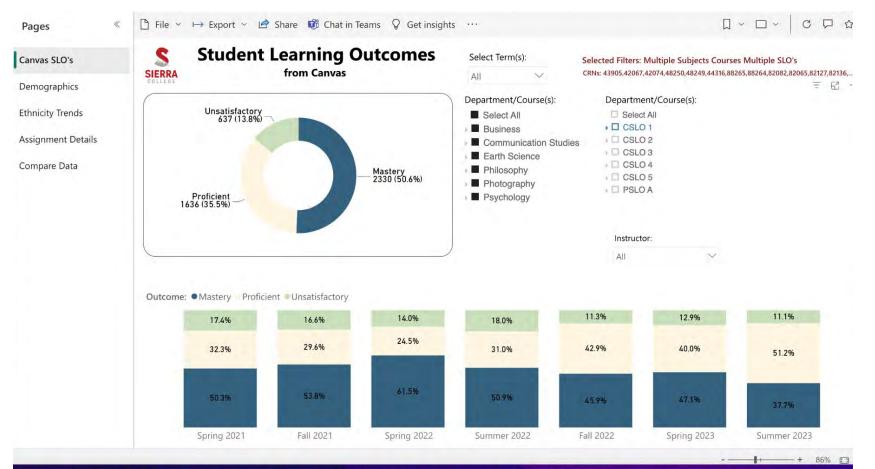
14.		those students who did achieve the outcome what instructional practices ked well to develop knowledge/skills related to the outcome? * 👊
15.	asse	m your perspective and/or based on student feedback, in what way does the essment method attend to the needs of disproportionately impacted culations? In what ways could it be improved?
16.	Wha	
		Develop more activities for student to develop knowledge/skills needed for outcome achievement.
		Develop more formative assessments to measure progress prior to summative assessment.
		Develop more collaborative learning activities.
		Implement/revise associated instructional materials.

N/A - Results meet or exceed expectations.

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Planning and Assessment Day Facilitator's Worksheet

Each Flex Week the District has scheduled a Planning & Assessment Day. Per Article 21 of the SCFA Contract Department Chairs are to organize and facilitate Planning & Assessment activities. The following worksheet is a guide to assist programs use SLO assessment to improve learning, close equity gaps in learning, and to meet the College's SLO requirements.

What to do? The Basics:

Review SLO Spreadsheet to monitor and plan during the 3-year assessment cycle.

Report/Reflect on SLO achievement results using Student Learning Assessment Summary (SLAS) form. Complete the Departmental Assessment Analysis (DAA) form.

Upload SLAS and DAA forms to your program folder in the MS Teams area by census date.

I. Assessment Cycle and ACCJC Standards- To meet Accreditation Standards all courses and programs at Sierra College must be assessed within the 3-year cycle.

A. ACCJC, Standard II. A. 1., "The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degree using established institutional procedures."

B. To facilitate a regular assessment cycle, the College uses the following three forms. (1) SLO Spreadsheet, (2) SLAS form, (2) DAA form.

C. The following sections of the Facilitator's Worksheet describes how the forms and process help make SLO assessment a meaningful tool to gather evidence of student learning in order to improve it.

II. Review SLO Spreadsheets-

- A. Check for accuracy (Are all active course listed? Are course/program outcomes accurate?)
- B. Review course and program outcomes (Do they describe clear and measurable knowledge and/ or skills that we expect students to achieve as a result of learning?)
- C. Alignment (do CSLOs accurately align to PSLOs? Do PSLOs align to ISLOs?)
- D. Degree outcomes? (must include if different than program outcomes)
 F. Assign upcoming assessments to ensure meeting 3-year assessment requirements. Mark
- "P" for planned assessments and "C" for completed assessments.
- G. SLO Spreadsheets can be directly edited in the SLO Assessment Teams area.

Educational Effectiveness Committee (EEC)

Mission: The Educational Effectiveness Committee (EEC), as a standing committee of the Sierra College Academic Senate, is a formal body. The 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.



Membership: Faculty representatives shall make up the majority of the Educational Effectiveness Committee membership. Faculty appointments to the committee shall be made by Academic Senate. The following (13) faculty representatives shall be appointed by Academic Senate: (8) at large faculty representatives from a variety of academic divisions (it is recommended, but not required, that the Deputy Accreditation Liaison Officer(s) and SLO Assistants be appointed as representatives); (2) faculty members from student services; (2) faculty representatives from Career and Technical Education (CTE), and (1) faculty representative from Program Review Committee.

The EEC membership shall also include Deans (5) from Business and Technology Division, Health, Physical Education, Recreation/Athletics Division, Liberal Arts Division, and Science and Mathematics Division, and Library and Learning Resource Center. EEC membership also includes the (5) Presidents from Academic Senate, Classified and Management Senates, and ASSC Student Senate, the Dean of Research, Planning, and Resource Allocation, and (1) research analyst.

Research representatives will be responsible for relevant assessment data conducted by instruction, student services and administrative programs from the previous semester, as well as up-to-date reports on the status of the assessments of PSLDs and CSLOs.

The above (25) member group will make up the voting membership of the committee.

The committee membership has the prerogative of adding additional members to the committee in order to attain as broad of a constitutive membership as possible. In order to meet the Academic Senate requirements for its standing committees, however, any addition of a voting member to the Classified, Management or Student membership must be accompanied by a similar addition to the faculty membership.

Additionally, the EEC shall identify vacant positions which will be appointed by the Academic Senate. If additional members are added such that the membership exceeds that found in paragraph one above, replacement of a departing member shall be replaced only if the committee deems replacement necessary or membership falls below the core number and ratio. The original membership represents the minimum voting membership desirable.

Committee Members:

Chris Bauer, Erik Cooper, Tammy Drake, Anne Fleischmann, Ryan Goodpastor, Sonia Klenner, Christy Karau, Michelle MacFarlane, Vernon Martin, Lucas Moosman, Sabrina Pape, Kristina Pehur, Sayda Postiglioni, James Sullivan, Blair Spaulding, Julia Tarasova, Soni Verma, David Waire

Quorum: A quorum for each meeting shall be met when 50% +1 of the faculty membership are present.

Chair/Co-ChairFaculty member(s) elected by the Educational Effectiveness Committee.

Decisions: Each committee member present has a vote. Shared positions are assigned one vote. Vote is by consensus.

Reporting: Educational Effectiveness Committee Chair/Co-Chair reports to Academic Senate on all action items, and provides general updates periodically.

Meetings:

Meets the third Wednesday of the semester from 2:00-3:15pm.

Agenda

Posted on BoardDocs

https://www.sierracollege.edu/about-sierracollege/planning-and-governance/governance/ March 1, 2023

To: Academic Senate, Instruction and Student Services Deans, VPI and VPSS, Strategic Council

From: Educational Effectiveness Committee, Co-Chairs

Assessment Participation Executive Summary: fall 2019 – spring 2022

Background, Process, and Resources:

The Educational Effectiveness Committee (EEC), a committee of the Academic Senate, represents the Senate's interest in ensuring that student learning is regularly and skillfully assessed through the gathering and analysis of evidence-based student learning assessment results to assist in improving instructional programs and student services. The EEC also strives to ensure that the college meets the relevant accreditation standards by guiding and coordinating the college's assessment activities to help inform improvement plans, training opportunities, and resource allocation.

Assessment Process:

- The assessment cycle for instruction is 3 years; student services is 6 years
- All instructional courses must be assessed at least once every 3 years
- Faculty use e-SLAS form to report and reflect on assessment results
- Department chairs upload assessment documents to SLO Teams area
 - SLAS (student learning assessment summary) forms
 - o DAA (department assessment analysis) forms
 - o SLO Spreadsheets
- SLO Assistants uploaded SLO results (SLAS forms) into Tracdat
- Marketing retrieves DAA forms and posts on website for public access
- Each Service Area must be assessed once every 6 years
- SAO Assistants forward assessment reports to be uploaded into Tracdat

Assessment Participation Policy:

Outcome assessment participation per semester is complete by having (a) completed and submitted SLAS forms for every course taught, (b) completed and submitted DAA forms each semester, and (c) the use of a current program SLO Mapping and Planning Spreadsheet. Incomplete SLO assessment participation is defined as departments who have not submitted the above items to the SLO Teams area.

Assessment Resources:

Through four SLO Assistants and two unstaffed SAO Assistants, the EEC monitors 56 instructional programs (programs with courses offered) and student service areas.

Currently two hours per semester are resourced for all faculty to participate in planning and assessment activities (P&A Day) during flex week.

Assessment Participation Report:

Report includes assessment activities from fall 2019 to spring 2022

Instructional Assessments	Student Service Area Assessments
5 Programs Meeting Assessment	No data available
Participation Policy	
48 Programs Partially Meeting	No data available
Assessment Participation Policy	
3 Programs Not Meeting Assessment	No data available
Participation Policy (not participating)	

Recommendations

- Recommendation to Senate to approve re-imagined program review process.
- Develop process utilizing faculty professional development training and resource requests from e-SLAS forms.
- Trust statement from the District separating faculty evaluations from student learning assessment results.
- SCFA CBA that clarifies faculty assessment responsibilities.
- Develop process to ensure participation for reorganized student service areas.



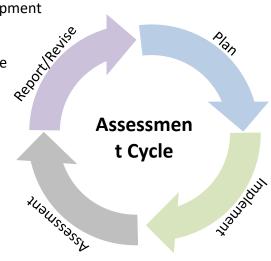
III. Report and Reflect: Assessment Summary

Student Learning (SLAS) form.

- A. The purpose of the SLAS form is to report and reflect upon the results of your CSLO and/or PSLO assessments.
- B. Based upon achievement results, discuss which elements of instruction supported outcome achievement and/or identify opportunities to improve instructional design to increase outcome achievement.
 - Are there ample opportunities for students to practice demonstrating the knowledge and/or abilities described in the SLO?
 - Does the instructional material, learning activities (discussions, labs, assignments, etc.) align to and support achievement expectations described in the course SLO?
 - Do assignments include assessment/grading rubrics to help learners understand the criteria and performance ratings for outcome achievement?
 - Do the results identify specific learning strengths and/or weaknesses related to the SLO?

C. Review outcome description

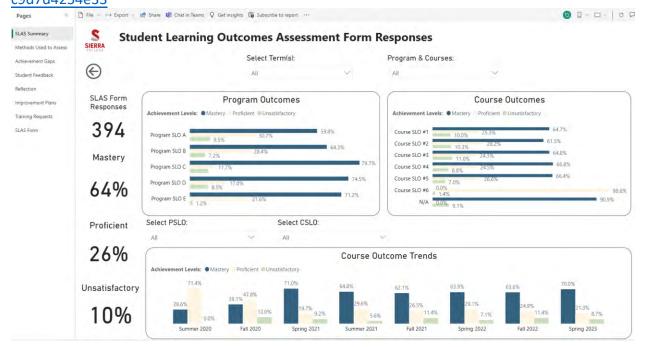
- Do SLOs describe clear and measurable knowledge and/or abilities that result from learning in the course/program?
- Is the method used to demonstrate outcome achievement fair for all students or does the method expect skills/abilities not taught in the course?
- Do the results indicate anything about the course/program curriculum?
- Do the results indicate a need for faculty professional development opportunities?
- **IV. Departmental Assessment Analysis (DAA) form.** This form closes the assessment loop and captures the meaning of the assessment for the program.
 - A. Using outcome achievement results, what does the department think it can do to improve teaching and learning?
 - B. What help or resources are needed from the college to improve teaching and learning?
 - C. What are top priorities for improvement?
 - D. How will department implement those priorities?



- E. Provide timeline.
- F. Review previous or ongoing actions or improvement plans. Were goals met? Did changes lead to improvement in learning? Evidence of improvement. (Refer to previous semester's DAA form).
- V. Upload completed SLO documents (SLAS and DAA forms) to Assessment Teams by census date.

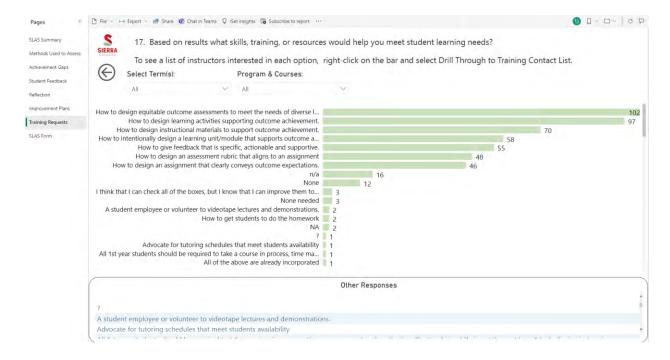
Page with Training Requests link in Dashboards on Inside.Sierra

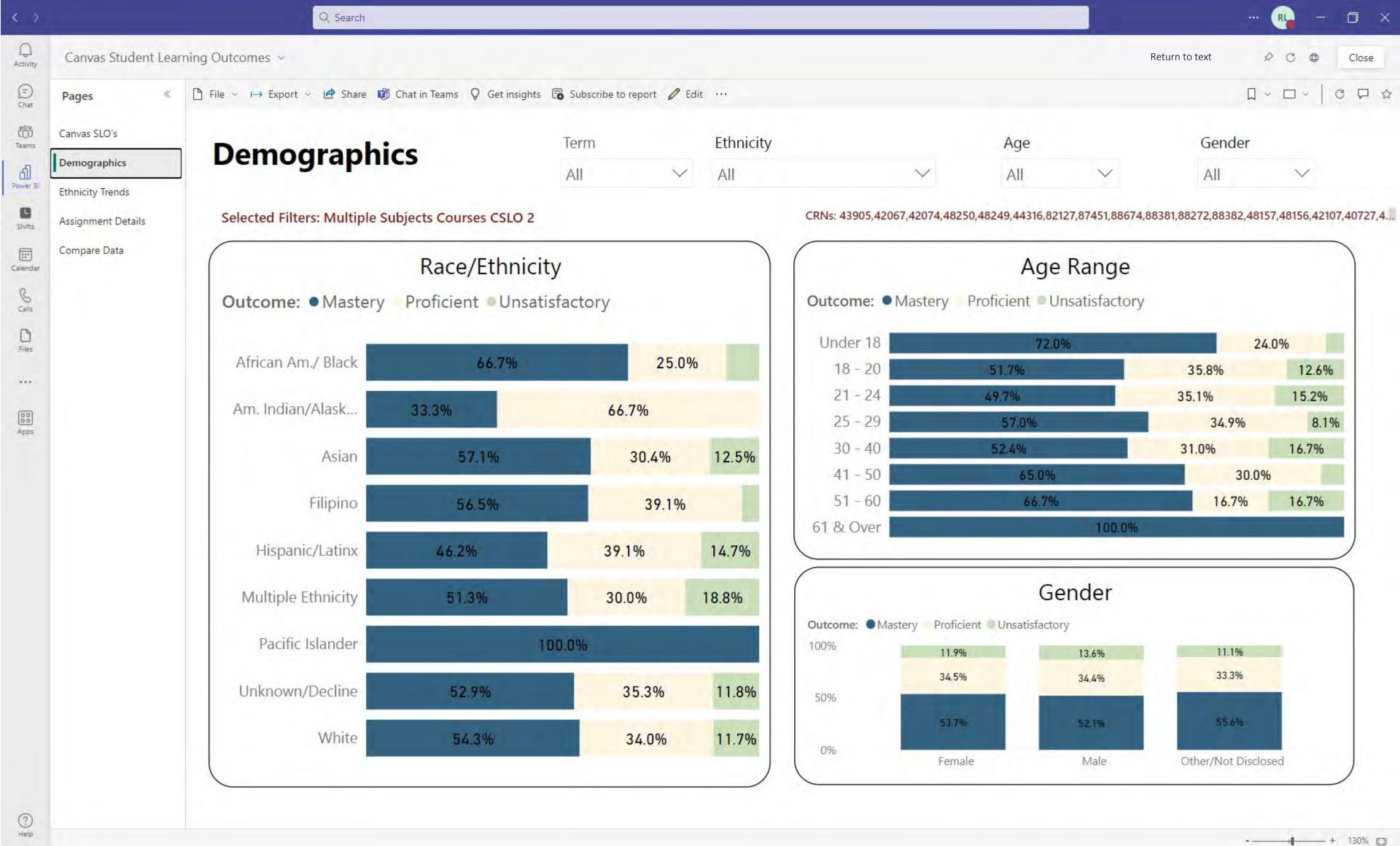
Link: https://app.powerbi.com/groups/me/reports/7115c0f8-f2e5-4351-a8f1-85ad0fbfce6b/ReportSection?ctid=b8275c84-ad8a-4ebb-836a-c9d7d4254e33



Training Requests page in Dashboards in Inside.Sierra

Link: https://app.powerbi.com/groups/me/reports/7115c0f8-f2e5-4351-a8f1-85ad0fbfce6b/ReportSectiondc3e7dcdb6b0cc605103?ctid=b8275c84-ad8a-4ebb-836a-c9d7d4254e33





Transforming Sierra for Black Student Success Department Project Resourcing Request Spring/Summer 2022

For the Spring 2022 semester, we are taking the next step in our institutional journey to eliminate equity gaps and transform the college for African American/Black student success. We acknowledge the Black excellence of students and realize that the transformation begins with an interrogation of our practices and the development of actions that create a more welcoming and equitable environment at the college for all students from marginalized communities.

The Instruction Office has funding available for department projects that forward the college's goal of transforming Sierra for Black student success. To receive funding, a project should focus on areas within faculty and department influence and emphasize a growth mindset. While establishing metrics and assessing the outcomes of the project is part of the process, not every project will lead to the hoped-for results. Discovering what isn't effective on the department level is also a valuable part of our institutional learning process.

To request resource funding, please complete the Resourcing Request in consultation with your Interest Area dean. Submits the completed form to your IA dean, who will forward the request to the Instruction Office for consideration. The resource request asks for the following information:

- 1. Project description, including faculty time commitment
- 2. Goals, objectives, and measurable outcomes (i.e., how we will know if the project does what it is intended to do). Please address the following questions:
 - a. What is the proposed impact to transform the college for Black student success?
 - b. What are the specific, measurable goals of this project?
 - c. What data/metrics will be used to evaluate the success of the project?
 - d. What are other goals for the project, including those that might be more difficult to measure with quantitative data? How will these other goals be assessed?
- 3. Project resource needs (e.g., supplies, equipment, facilities request, etc.)
- 4. Describe support needed from the Research Office or other areas at the college (e.g., Curriculum Committee, POD, etc.)
- 5. Project timeline
- 6. Assessment plan (e.g., surveys, data from Research, etc.)

Selection Criteria

Final decisions are made by the Vice President of Instruction in consultation with the Academic Senate President, PEAC leadership, POD/DL Dean, and Research. Selection criteria are as follows:

 Potential for positive impact to transform college for Black student success

- Diversity of departments
- Funding availability

Assessment

- Once projects are approved, departments will be asked to provide baseline data, specific goals, and a plan/timeline to evaluate the project. Some of this information may be in the initial project narrative.
- A final report must be submitted to the Instruction Office within <u>two weeks</u> after project completion. The final report should include
 - a description of how the goals and objectives have been met and the metrics used to determine this,
 - o what worked and what did not,
 - o parts of the project that should be kept,
 - o parts of the project that should be revised or eliminated, and
 - o if this project/intervention is potentially scalable.

Please send your completed Department Project Resourcing Request to your division dean. Resourcing Requests will be accepted through the end of the Spring 2022 semester or until available funds are allocated.

Department Project Resourcing Request

Department: Project Contact:

Date:			
Describe the project			
Describe the anticipated faculty time commitment to complete this project (including the lead faculty and department participants)			
Describe the project's goals, objectives, and measurable outcomes			
Describe the resources this project would require (e.g., supplies, equipment, facilities requests, etc.)			
Describe the support the project would need from other areas of the college (e.g., the Research Office)			
Describe the project timeline			
Describe how the project will be assessed			
Describe any additional project needs			

Academics
 Academic Programs
 Academic Calendar
 Academic Support
 Class Schedule
 College Catalog
 Library
 Career and Technical Education (CTE)
 Community Learning
 Distance Learning
 FOCUSED
 LEARNING

Noncredit Education

Home > Academics > Focused Learning

Earn Your Business Associate Degree for Transfer with Focused Learning

Join a Community focused on your success and earn your Business Associate Degree for Transfer to California State University (CSU), including Sacramento State.

Why Join the Focused Learning Program?

Join a community of students, support specialists, counselors and instructors while reaping several benefits, including:



- Complete your Associate Degree for Transfer in two years
- Streamline transfer to Sacramento State and other CSU campuses



Classes

- Hybrid classes meet only Tuesdays and Thursdays, and online
- No guesswork! Auto-enrollment in a set schedule of classes

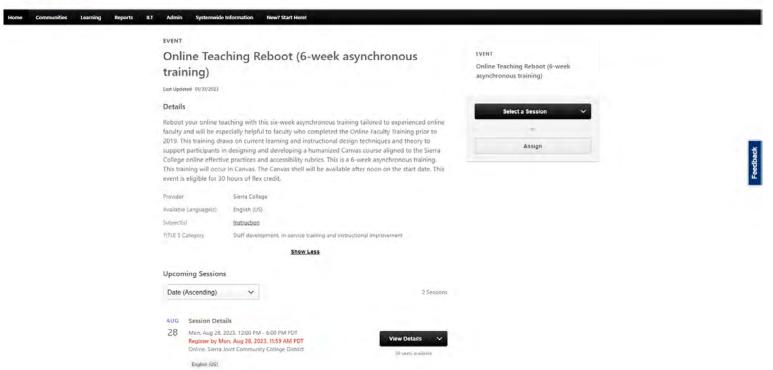


Benefits

- Priority enrollment and a guaranteed seat for classes
- Zero textbook costs
- Smaller class sizes

https://www.sierracollege.edu/academics/focused-learning/





		Am.								
	African	Indian/						Unknow		
	Am./	Alaskan			Hispanic/	Multiple	Pacific	n/Declin		Grand
Year	Black	Native	Asian	Filipino	Latinx	Ethnicity	Islander		White	Total
2015-16	37.5%	100.0%	61.1%	60.0%	57.6%	66.7%	75.0%	100.0%	72.7%	68.0%
201580	33.3%	100.0%	71.4%	0.0%	65.4%	80.0%		100.0%	75.2%	72.5%
201640	38.5%		54.5%	100.0%	52.5%	60.0%	75.0%	100.0%	70.9%	65.0%
2016-17	33.3%	33.3%	78.6%	100.0%	60.0%	60.0%	0.0%	40.0%	61.4%	60.9%
201660	50.0%		100.0%	100.0%	70.0%	80.0%	0.0%	50.0%	61.8%	63.8%
201680	0.0%	100.0%	50.0%	100.0%	64.7%	50.0%		100.0%	50.0%	54.2%
201740	40.0%	0.0%	100.0%	100.0%	53.6%	55.6%		0.0%	66.7%	63.4%
2017-18	50.0%	100.0%	70.0%	50.0%	73.8%	76.9%	100.0%	100.0%	72.2%	72.6%
201760	0.0%		100.0%	100.0%	71.4%	66.7%			73.5%	72.0%
201780	50.0%	100.0%	50.0%		65.4%	87.5%	100.0%	100.0%	70.7%	70.5%
201840	100.0%	100.0%	80.0%	40.0%	82.1%	75.0%		100.0%	72.7%	74.5%
2018-19	80.0%		80.0%	100.0%	64.7%	68.2%			73.3%	71.9%
201860	66.7%		100.0%		83.3%	75.0%			74.1%	77.3%
201880			50.0%		61.9%	83.3%			71.2%	69.2%
201940	100.0%		100.0%	100.0%	62.5%	58.3%			74.7%	72.3%
2019-20	60.0%	0.0%	60.0%	87.5%	64.0%	66.7%		77.8%	72.0%	69.3%
201960	100.0%		50.0%		62.5%	100.0%			81.3%	79.4%
201980	0.0%		0.0%	83.3%	66.7%	45.5%		50.0%	63.3%	61.8%
202040	57.1%	0.0%	71.4%	100.0%	61.9%	70.0%		85.7%	76.5%	72.3%
2020-21	70.0%		75.0%	87.5%	56.9%	84.6%	100.0%	100.0%	78.9%	75.4%
202060	50.0%		71.4%	100.0%	43.8%	100.0%	100.0%	100.0%	86.8%	75.7%
202080	100.0%		71.4%	100.0%	66.7%	72.7%		100.0%	78.3%	76.6%
202140	66.7%		80.0%	66.7%	57.1%	90.9%		100.0%	76.6%	74.4%
2021-22	60.0%	100.0%	60.0%	60.0%	70.0%	80.0%		50.0%	71.8%	70.7%
202160	50.0%		71.4%	66.7%	71.4%	50.0%		100.0%	76.9%	72.0%
202180	100.0%		60.0%	100.0%	76.5%	100.0%		100.0%	80.0%	80.6%
202240	50.0%	100.0%	50.0%	50.0%	65.4%	77.8%		0.0%	64.8%	64.3%
2022-23	62.5%	100.0%	90.5%	55.6%	74.6%	72.7%		100.0%	77.4%	76.6%
202260	100.0%		100.0%	80.0%	55.6%	50.0%			81.8%	74.0%
202280	66.7%		80.0%	50.0%	68.0%	75.0%		100.0%	80.0%	76.9%
202340	0.0%	100.0%	100.0%	0.0%	84.8%	82.4%		100.0%	72.6%	77.4%
Grand Tot	52.8%	73.3%	72.4%	73.2%	65.2%	72.9%	71.4%	78.8%	72.6%	70.7%

From: <u>Casler, Sara</u>

To: <u>Bocchicchio, Rebecca; Haikins-Appiah, Nigel; Lehr, Randy; Karau, Christy; Martin, Vernon</u>

Subject: FW: BSS Project

Date: Monday, August 21, 2023 11:59:37 AM

Hello ACCJC midterm report authors.

The Spanish and World Languages departments developed and deployed the Foreign Language Study Skills module last spring, and we are using it again this semester. The Spanish department is also enhancing our classes with lessons focused on Afro-latinX, but that is at the individual level so far. I can share an example lesson from my classes if you'd like that as evidence (how would I share evidence of a Canvas lesson, screenshots?). I am also piloting an OER book in my sections of SPAN 1. The book teaches the language through the narratives of Spanish-speaking immigrants who came to the US from a variety of countries and circumstances. I am also excited about this book because it encourages students to personalize their use of Spanish (personal vocabulary, personal/career language development) and to narrate their own stories.

As evidence of our BSS project, I am including a project focused email between the Spanish and World Languages department members. (below)

I hope this is helpful but please let me know if you need more. Thanks for the work you are doing,



Sava K. Casler
She/her/ella
Sierra College | Spanish
scasler@sierracollege.edu

Ask me about our:

- Spanish AA-T Degree for Transfer
- Spanish AA Degree
- Spanish for the Healthcare Professions Skills Certificate

Spring 23 Student Visiting Hours:
Mondays, 12:30-1:30,
Nevada County Campus
Nook (N5-101)
Thursdays 7:00-8:00 PM

via Zoom (click link) And always by appointment!

From: Ramos-Bustos, Zenaido <zramosbustos@sierracollege.edu>

Date: Friday, January 20, 2023 at 3:37 PM

To: Casler, Sara <scasler@sierracollege.edu>, Kelly, Marga <mkelly@sierracollege.edu>,

Lambert-Marandi, Laurence < llambert@sierracollege.edu>

Subject: BSS Project

Hola

I hope everyone is having a nice day. I wanted to task you with something regarding the BSS project. Thank you for the feedback you three have provided. Sara mentioned a great idea titled "Want some more ideas?" Sara, could you create this section below the videos with two to three additional tips? Marga, can you create one quiz question for each video? Laurence, can you create the subtitles for each video? Let me know if you're ok with doing this and then I will go ahead and continue working on the layout but it seems good to go. For now I am going to leave out the grammar section. I believe that there is more value in the other sections and they are connected to grammar. Any thoughts? Also, I don't think we need to have this until later next week. Let me know what you three think.

Gracias.

Transforming Sierra for Black Student Success Department Project Resourcing Request Spring/Summer 2022

The Instruction Office has funding available for department projects that forward the college's goal of transforming Sierra for Black student success. To request resource funding, please complete the Resourcing Request, which asks for the following information:

- 1. Project description, including faculty time commitment
- 2. Goals, objectives, and measurable outcomes (i.e., how we will know if the project does what it is intended to do). Please address the following questions:
 - a. What is the proposed impact to transform the college for Black student success?
 - b. What are the specific, measurable goals of this project?
 - c. What data/metrics will be used to evaluate the success of the project?
 - d. What are other goals for the project, including those that might be more difficult to measure with quantitative data? How will these other goals be assessed?
- 3. Project resource needs (e.g., supplies, equipment, facilities request, etc.)
- 4. Describe support needed from the Research Office or other areas at the college (e.g., Curriculum Committee, POD, etc.)
- 5. Project timeline
- 6. Assessment plan (e.g., surveys, data from Research, etc.)

Selection Criteria

Final decisions are made by the Vice President of Instruction in consultation with the Academic Senate President, PEAC leadership, and the POD/DL Dean, and Research. Selection criteria are as follows:

- Potential for positive impact to transform college for Black student success
- Diversity of departments
- Funding availability

Assessment

- Once projects are approved, departments will be asked to provide baseline data, specific goals, and a plan/timeline to evaluate the project. Some of this information may be in the initial project narrative.
- A final report must be submitted to the Instruction Office within <u>two weeks</u> after project completion. The final report should include
 - a description of how the goals and objectives have been met and the metrics used to determine this,
 - what worked and what did not,
 - o parts of the project that should be kept,
 - o parts of the project that should be revised or eliminated, and
 - if this project/intervention is scalable.

Please upload your Resourcing Request to the BSS Resourcing Request Teams site. Resourcing Requests will be accepted through the end of the Spring 2022 semester or until available funds are allocated.

Department Project Resourcing Request

Department: Art History

Project Contact: Brenna Chapman

Describe the project

Art Appreciation Information

ARHI 101, or Art Appreciation, is a common general education course for non-majors at Sierra College, filling the Arts category for CSUs and UCs. As of the 2021-2022 school year, Art Appreciation was the 11th most popular class on campus, serving 1,058 students a year. There were 24 sections offered (each with a class cap of 40), taught by 9 different instructors (8 of which were part-time instructors). 23 sections were online and 1 section was on-ground. 6 sections were early-start 8-week courses, and 7 sections were late-start 8-week courses. The overall success rate was 79%. For the same time period, the success rate for Black and African-American students was 42%.

Art History Department Interests

In the interest of closing the equity gap for Black and African-American students in a core general education course that is taught almost exclusively by part-time instructors, the Art History Department is proposing a one-year pilot program. This program addresses the challenges of implementation of best practices, the limits of professional development time offered to part-time faculty (especially with teaching 8-week courses), and most importantly, the slowly moving needle on Black and African-American student success data despite multiple years of more informal inquiry and training by the department.

The Program

Art Appreciation faculty who participate will agree to, for the entile length disaggregated data with the group

- 2. Adhere to common late work, attendance, and grading policies
- Use common summative assessments created by the group
- 4. Use weekly check-ins with students as an assignment
- 5. Submit all Sierra Connect Surveys

6. Provide actionable formative feedback to students before they complete summative assessments 7. Open their classes and class materials to peer review 8. Complete peer reviews of colleagues' classes 9. Complete two CORA trainings: a. Black Minds Matter b. Racial Microaggressions c. Black Ally Program "Dismantling Anti-Blackness on Your Campus" d. Course Design for Racial Equity e. Supporting Men of Color in the Community College 10. Attend community of practice meetings **Best Practices to Be Implemented** The core best practices being used in this pilot Equitable classroom policies – late workgrættendance, and grading policies Backwards-designed summative assessments with structured and supported formative student learning and student feedback Normalized grading policies and student learning outcome assessments Building student rapport Intrusive communication Instructor education on historical racism in the United States, Black excellence, microaggressions, and personal bias Department part-time faculty would be expected to spend 75 Describe the anticipated hours over a 12-month period. (30 hours summer 23, 30 faculty time commitment to complete this project (including hours fall 23, 15 hours spring 23). the lead faculty and department participants) This is designed from the beginning as a program just for parttime faculty. The facilitator of the group would be an equity partner. This program hopes to test the efficacy of core best practices Describe the project's as taught by most equitable instruction trainings, provide data goals, objectives, and measurable outcomes to support the implementation of these practices if effective, and to reduce and/or eliminate equity gaps for Black and African-American students in Art Appreciation courses on campus. It also hopes to highlight and address the major issues facing part-time faculty in the implementation and integration of best practices for student equity.

Describe the resources this project would require (e.g., supplies, equipment, facilities requests, etc.)	Besides meeting spaces, no other resources required.
Describe the support the project would need from other areas of the college (e.g., the Research Office)	We will need the support of the Research office in disaggregating data at various points and in different ways. (course level disaggregated data, instructor level disaggregated data, assignment level disaggregated data). An equity partner would also be needed to facilitate the
Describe the project timeline	The group will begin meeting in June 2023 and meet through May 2024.
	Pilot Program Proposed Schedule Summer 2023 – (30 hours)
	 Meet to: Share data and materials Create common understanding of the needs of the specific population of Black and African-American students Create common classroom policies Collaborate creation of common summative assessments, rubrics Define equitable, formative feedback framework
	Fall 2023 – (30 hours) Implement classroom policies, assessments, assignments, and feedback in all sections of Art Appreciate they teach at Sierra College. First month of semester: - Community of practice: continue exploration of the historical and current forms of oppression faced by Black and African American students.
	Second month of semester: - Meet to normalize summative assessment grading/analyze results o blind grading to ensure criteria implemented the same o After grading complete, look at disaggregated data for the assignment (from research)

- Complete peer observations, meet with peer

Third month of semester:

- Meet to normalize final summative assessment grading/ analyze results
 - blind grading to ensure criteria implemented the same
 - After grading complete, look at disaggregated data for the assignment (from research)

End of semester:

 Meet once to do a semester post-mortem. How did it go, what changes might need to be made?

Spring 2024 –

(15 hours)

Continue with common policies, assessments, assignments, and feedback practices with modifications identified in Fall 2023. Pre-semester meeting:

Look at Fall 2023 data. Can any conclusions be drawn?
 Design any identified changes

First month of class:

- Meet twice for community of practice

Second month of class:

Peer Review one class

End of Semester:

 Collect and analyze data from the two semesters of the pilot. Compare success rates of in and out of pilot groups. Analyze results. Complete self-assessment.

Summer 2024

Post-pilot summer work by program lead only (4 hours)
Analyze results, draw conclusions, and create report of best practices, data, and conclusions to share with district, equity partners, and any other campus interested partners.

Describe how the project will be assessed

We will assess disaggregated data on a course, instructor, and assignment level. We will be looking for movement of equity gaps in instructor's classes as compared to previous data, as well as comparing the data of instructors in the pilot and those who are not in the pilot. We will also be deploying surveys to students to collect qualitative data as well.

Describe any additional project needs	In the case that part-time faculty may choose to teach one less class for a semester to focus on this pilot, we ask that those faculty may do so without impacting their pattern for one semester (Fall 23).

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
SUMMARY f19-s22					
Academic Programs	56				
Total Courses Taught	902				
Total Courses Assessed	535				
% Assessed	59%				
APPLIED ART AND DESIGN					
AAD 0012/COMM 12	Yes	No	Y - s21 (AAD)	N	
AAD 0020	Yes	No	Y - f21, s22	N	
AAD 0030	No	No		N	
AAD 0044	Yes	No	Y - s21	N	
AAD 0052	Yes	Yes	Y - f20, s21	N	
AAD 0053	No	No		N	
AAD 0054	Yes	Yes	Y - f19	N	
AAD 0055	Yes	Yes	Y - f19	N	
AAD 0060	Yes	Yes	Y - f19, f20, s21, s22	N	
AAD 0061	Yes	Yes	Y - f19	N	
AAD 0062	Yes	Yes	Y - f19	N	
AAD 0066	No	No	N	N	
AAD 0070	Yes	Yes	Y - s19, s20	N	
AAD 0071	Yes	Yes	Y - f20, s20	N	
AAD 0073	No	No	N	N	
AAD 0075	Yes	No	Y - f19	N	
AAD 0076	Yes	Yes	Y - S20	N	
AAD 0079	Yes	Yes	Y - f19, s21	N	
AAD 0082	Yes	No	Y - s22	N	
AAD 0083	No	No	N	N	
AAD 0085	Yes	No	Y - s22	N	
AAD 0086	Yes	Yes	Y - f19	N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
AAD 0087	No	No	N	N	
AAD 0088	Yes	No	Y - s21	N	
AAD 0089	Yes	No	Y - f21	N	
AAD 0090	No	No	N	N	
AAD 0093	Yes	No	Y - f21, s22	N	
AAD 0094	Yes	Yes	Y - f19	N	
AAD	Courses Taught	28			
	Courses Assessed	21			
f19-s22	% Assessed	75%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
ADMINISTRATION OF JUSTIC	E				
ADMJ 0050	Yes	Yes	Y - s19, f20, s21	N	
ADMJ 0051	Yes	Yes	Y - s19, f20, s21, f21	N	
ADMJ 0052	Yes	Yes	Y - s19, f20, s21	N	
ADMJ 0053	Yes	Yes	Y - f20	N	
ADMJ 0054	Yes	No	Y - s19, f20, s21	N	
ADMJ 0055	Yes	Yes	Y - s19, f21	N	
ADMJ 0056	Yes	No	Y - s19	N	
ADMJ 0057	No	No		N	
ADMJ 0058	No	No		N	
ADMJ 0061A	Yes	Yes	Y - s19	N	
ADMJ 0061B	Yes	Yes		N	
ADMJ 0061C	No	No		N	
ADMJ 0061D	No	No		N	
ADMJ 0062	No	No		N	
ADMJ 0067	Yes	No	Y - s21	N	
ADMJ 0070	Yes	Yes	Y - s19	N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ADMJ 0072	Yes	Yes	Y - s19, f20, f21	N	
ADMJ 0073	No	No		N	
ADMJ 0074	Yes	No	Y - s21	N	
ADMJ 0075	Yes	No	Y - s21, f21	N	
ADMJ 0076	Yes	Yes	Y - f20, s21	N	
ADMJ 0077	No	No		N	
ADMJ 0078	No	No		N	
ADMJ 0080	Yes	Yes	Y - s19, f20, s21, f21	Υ	
ADMJ 0088	No	No		N	
ADMJ 0089	Yes	No	Y - f21	N	
ADMJ 0110	No	No		N	
ADMJ 0112	No	No		N	
ADMJ 0115	No	No		N	
ADMJ 0120	No	No		N	
ADMJ 0151	Yes	No	Y - f21	N	
ADMJ	Courses Taught	31			
	Courses Assessed	16			
f19-s22	% Assessed	52%	•		
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
ADVANCED MANUFACTURIN	NG				
ADVM 0062	No	No		N	
ADVM 0063	No	No		N	
ADVM 0064	No	No		N	
ADVM 0066	Yes	Yes		Υ	
ADVM 0067	Yes	Yes		Υ	
ADVM 0068	No	No		N	
ADVM	Courses Taught	6			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
	Courses Assessed	2			
f19-s22	% Assessed	33%			
DAA forms submitted	s22	1/6			
AGRICULTURE					
AGRI 0156	Yes	Yes		Υ	
AGRI 0159	No	No		N	
AGRI 0163	Yes	Yes		Υ	
AGRI 0164	No	No		N	
AGRI 0196	No	No		N	
AGRI 0198	Yes	Yes		N	
AGRI 0200	Yes	Yes		N	
AGRI 0203	No	No		N	
AGRI 0212	No	No		N	
AGRI 0213	No	No		N	
AGRI 0215	No	No		N	
AGRI 0221	Yes	Yes		N	
AGRI	Courses Taught	12			
AGRI	Courses Assessed	5			
f19-s22	% Assessed	42%			
DAA forms submitted	f20, s21, s22	3/6			
ALLIED HEALTH					
ALH 0001	Yes	No	Y - f21	N	
ALH 0002	No	No		N	
ALH 0003	Yes	No	Y - f21	N	
ALH 0004	Yes	No	Y - f21	N	
ALH 0005	Yes	No	Y - s21	N	
ALH 0006	Yes	No	Y - s21	N	
ALH 0007	No	No		N	

Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
Yes	No	Y - s21	N	
No	No		N	
No	No		N	
No	No		N	
Yes	No	Y - s21	N	
Courses Taught	12			
s21, f21	2/6			
Yes	Yes		Υ	
Yes	Yes		Υ	
Yes	Yes		N	
Yes	Yes		N	
No	No		N	
Yes	Yes		Υ	
Yes	Yes		N	
Yes	Yes		N	
Yes	Yes		Υ	
Yes	Yes		N	
Courses Taught	10			
% Assessed				
f19, s20, f20, s21, f21, s22				
	Yes No No No No Yes Courses Taught Courses Assessed % Assessed s21, f21 Yes Yes Yes Yes Yes Yes Yes Yes Yes Ye	Yes No No No No No No No Yes No Courses Taught 12 Courses Assessed 7 % Assessed 58% s21, f21 2/6 Yes Yes Yes Yes <t< td=""><td>Yes No Y - s21 No No No No No Y - s21 Courses Taught 12 2 Courses Assessed 7 4 % Assessed 58% 58% s21, f21 2/6 58% Yes Yes Yes Yes Yes</td><td>Yes No Y - \$21 N No No N N No No N N Yes No Y - \$21 N Courses Taught 12 12 12 14 14 15 15 16</td></t<>	Yes No Y - s21 No No No No No Y - s21 Courses Taught 12 2 Courses Assessed 7 4 % Assessed 58% 58% s21, f21 2/6 58% Yes Yes Yes Yes Yes	Yes No Y - \$21 N No No N N No No N N Yes No Y - \$21 N Courses Taught 12 12 12 14 14 15 15 16

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ARHI 0110	Yes	Yes		N	
ARHI 0120	Yes	Yes		N	
ARHI 0130	Yes	Yes		N	
ARHI 0132	Yes	Yes		Υ	
ARHI 0134/PHOT 10	Yes	No		Y - PHOT 10	
ARHI 0140	Yes	Yes		N	
ARHI 0150	Yes	Yes		Υ	
ARHI 0155	Yes	Yes		N	
ARHI	Courses Taught				
АКПІ	Courses Assessed	9			
f19-s22	% Assessed	100%			
DAA forms submitted		3/6			
DAA Torms Submitted	s20, f20, s22	3/6			
ART					
ART 0002	Yes	Yes		Υ	
ART 0003	Yes	Yes		N	
ART 0004A	Yes	Yes		Υ	
ART 0004B	Yes	Yes		N	
ART 0005A	Yes	Yes		Υ	
ART 0005B	Yes	Yes		Υ	
ART 0006C	Yes	Yes		Υ	
ART 0007A	Yes	Yes		N	
ART 0007B	Yes	Yes		N	
ART 0008A	No	No		N	
ART 0008B	No	No		N	
ART 0009A	Yes	Yes		Υ	
ART 0009B	Yes	Yes		Υ	
ART 0012A	Yes	Yes		Υ	
ART 0012B	No	No		N	
ART 0017	Yes	Yes		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ART 0018A	Yes	Yes		Υ	
ART 0018B	No	No		N	
ART 0020	No	No		N	
ART 0022	No	No		N	
ART 0040A	Yes	Yes		Υ	
ART 0040B	Yes	Yes		Υ	
ART 0041	No	No		N	
ART 0052	No	No		N	
ART 0055	No	No		N	
ART 0071	No	No		N	
ART 0073	No	No		N	
		_			
ART	Courses Taught	27			
	Courses Assessed	16			
f19-s22	% Assessed	59%			
DAA forms submitted	s20, f20, s22	3/6			
ASTRONOMY					
ASTR 0002	Yes	Yes	Y - s19, s20, s22	N	
ASTR 0005	Yes	Yes	Y - s19, s20, s22	N	
ASTR 0007	Yes	Yes	Y - s19, s20, s22	N	
ASTR 0010	Yes	No	Y - f21, s22	N	
ASTR 0011	Yes	Yes	Y - s19, s20, s22	N	
ASTR 0014	Yes	Yes	Y - s19, s20, s22	N	
ASTR 0025	Yes	Yes	Y - s19, s20, s22	N	
ASTR	Courses Taught	8			
	Courses Assessed	7			
f19-s22	% Assessed	88%			
DAA forms submitted	f19, f20, s21, f21, s22	5/6			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ATHLETICS					
ATHL 0100	Yes	Yes		N	
ATHL 0101	Yes	No	Y - s20	N	
ATHL 0102	No	No		N	
ATHL 0105	No	No		N	
ATHL 0106	No	No		N	
ATHL 0107	Yes	Yes		N	
ATHL 0109	Yes	Yes		N	
ATHL 0110	No	No		N	
ATHL 0111	Yes	Yes		N	
ATHL 0112	No	No		N	
ATHL 0113	No	No		N	
ATHL 0115	No	No		N	
ATHL 0116	Yes	Yes		N	
ATHL 0117	No	No		N	
ATHL 0118	No	No		N	
ATHL 0150	Yes	Yes		N	
ATHL 0151	No	No		N	
ATHL 0152	No	No		N	
ATHL 0153	Yes	Yes		N	
ATHL 0154	No	No		N	
ATHL 0155	No	No		N	
ATHL 0156	No	No		N	
ATHL 0157	Yes	Yes		Υ	
ATHL 0158	No	No		N	
ATHL 0159	Yes	Yes		N	
ATHL 0161	Yes	Yes		N	
ATHL 0162	No	No		N	
ATHL 0163	Yes	Yes		N	
ATHL 0164	Yes	Yes		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ATHL 0165	Yes	No	Y - f19, s20	N	
ATHL 0166	Yes	Yes		N	
ATHL 0167	No	No		N	
ATHL 0169	No	No		N	
ATHL 0199	No	No		N	
ATHL	Courses Taught	34	1		
	Courses Assessed	1!			
f19-s22	% Assessed	44%			
DAA forms submitted	f19, s20, f20, s21	4/6			
Driveroring Submittee	113,020,120,021	.,,			
AUTOMOTIVE TECH (Discont	inued)				
AUTO 0001	,	No		N	
AUTO 0061		No		N	
AUTO 0062A		No		N	
AUTO 0062B		No		N	
AUTO 0064		No		N	
AUTO 0066A		No		N	
AUTO 0066B		No		N	
AUTO 0068A		No		N	
AUTO 0069		No		N	
AUTO 0071A		No		N	
AUTO 0075		No		N	
AUTO 0079		No		N	
AUTO 0080		No		N	
AUTO 0100		No		N	
AUTO 0140		No		N	
AUTO 0150		No		N	
AUTO	Courses Taught	16			
	Courses Assessed				

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
f19-s22		0%			
DAA forms submitted		0/6			
BUILDING INDUSTRIES					
BI/CET 0001	No	No		N	
BI 0003/CET 0003	No	No		N	
BI 0005/CET 0005	No	No		N	
BI 0020/CET 0020	No	No		N	
BI 0022/CET 0022	No	No		N	
BI 0024/CET 0024	No	No		N	
BI 0026/CET 0026	No	No		N	
BI 0032/CET 0032	No	No		N	
BI 0034/CET 0034	No	No		N	
ВІ	Courses Taught	9			
	Courses Assessed	0			
f19-s22	% Assessed	0%			
DAA forms submitted		0/6			
BIOLOGY					
BIOL 0001	Yes	Yes		N	
BIOL 0002		Yes		N	
BIOL 0002	Yes	Yes		N	
BIOL 0004	Yes	Yes		N	
BIOL 0005	Yes	Yes		Υ	
BIOL 0005X	No	No		N	
BIOL 0005X	Yes		Y - s20	N	
BIOL 0007A	Yes	Yes	1 320	Y	
BIOL 0007A	Yes		Y - s20	N	
	Yes		Y - f19	N	
BIOL 0008A	VAS	INO			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
BIOL 0010	Yes	Yes		N	
BIOL 0011	Yes	Yes		N	
BIOL 0014	Yes	Yes		N	
BIOL 0015	Yes	Yes		N	
BIOL 0016A	Yes	Yes		N	
BIOL 0016B	Yes	No	Y - f20	N	
BIOL 0016C	Yes	Yes		N	
BIOL 0016E	No	No		N	
BIOL 0016G	No	No		N	
BIOL 0016I	Yes	No	Y - f19	N	
BIOL 0016K	Yes	Yes		N	
BIOL 0016Z	Yes	Yes		N	
BIOL 0021	No	No		N	
BIOL 0024	No	No		N	
BIOL 0033	Yes	No	Y - f20	N	
BIOL 0035	Yes	Yes		N	
BIOL 0036	No	No		N	
BIOL 0055	Yes	Yes		N	
BIOL 0056	Yes	Yes		Υ	
BIOL 0056L	Yes	Yes		Υ	
BIO	Courses Taught	31			
	Courses Assessed	25			
f19-s22	% Assessed	81%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
BUSINESS					
BUS 0125/0017	No	No		N	
BUS 0130/0011	No	No		N	
BUS 0131/0012	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
BUS 0132/0013	No	No		N	
BUS 0144/000A	Yes	Yes		Υ	
BUS 0145/000B	No	No		N	
BUS 0146/0008	Yes	No		Υ	
BUS 0159	Yes	Yes		Υ	
BUS 0201/0001	Yes	Yes		N	
BUS 0202/0002	Yes	Yes		Υ	
BUS 0203/0003	Yes	Yes		Υ	
BUS 0210/0010	No	No		N	
BUS 0215/0101	Yes	Yes		Υ	
BUS 0216/0019	Yes	Yes		Υ	
BUS 0220/0009	No	No		N	
BUS 0221/0014	Yes	Yes		Υ	
BUS 0222/0015	No	No		N	
BUS 0223/0016	No	No		N	
BUS 0241/0141	No	No		N	
BUS 0242/0140	No	No		N	
BUS 0243/0143	Yes	Yes		N	
BUS 0250/IT 0010	Yes	Yes		Υ	
BUS 0251/IT 0020	No	No		N	
BUS 0252/IT 0025	Yes	Yes		Υ	
BUS 0255	Yes	Yes		Υ	
BUS 0260/0020	Yes	Yes		Υ	
BUS 0261/0116	Yes	Yes		Υ	
BUS 0265/0102	Yes	Yes		Υ	
BUS 0266/0085	Yes	Yes		N	
BUS 0270/0048	Yes	Yes		Υ	
BUS 0271/0049	No	No		N	
BUS 0273/0055	Yes	Yes		Υ	
BUS 0275/0100	Yes	Yes		Υ	
BUS 0276/0099	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
BUS 0277/0103	Yes	Yes		Υ	
BUS 0280/0120	Yes	Yes		Υ	
BUS 0281/0121	Yes	Yes		Υ	
BUS 0282/0122	Yes	Yes		Υ	
BUS 0283/0123	Yes	Yes		Υ	
BUS 0284/0124	Yes	No	Y-s22	N	
BUS 0290/0040	Yes	Yes		Υ	
BUS 0291/0041	Yes	No	Y - s21	N	
BUS 0292/0047	Yes	Yes		Υ	
BUS	Courses Taught	43			
	Courses Assessed	30			
f19-s22	% Assessed	70%			
	f19, s20, f20, s21,				
DAA forms submitted	f21, s22	6/6			
CONSTRUCTION ENGINEERIN	NG TECH (merged w/ B				
CET 0001		No		N	
CET 0003		No		N	
CET 0005		No		N	
CET 0020		No		N	
CET 0022		No		N	
CET 0024		No		N	
CET 0030		No		N	
CET 0032		No		N	
CET 0034		No		N	
		No		N	
CET 0044					
CET 0805		No		N	
		No No		N N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
CET	Courses Taught	13			
	Courses Assessed	0			
f19-s22	% Assessed	0%			
DAA forms submitted		0/0			
CHEMISTY					
CHEM 0000A	No	No		N	
CHEM 0001A	Yes	Yes		N	
CHEM 0001B	Yes	Yes		Υ	
CHEM 0001X	Yes	Yes		Υ	
CHEM 0001Y	Yes	Yes		N	
CHEM 0002A	Yes	Yes		N	
CHEM 0002B	Yes	Yes		N	
CHEM 0002X	Yes	Yes		N	
CHEM 0002Y	Yes	Yes		N	
CHEM 0003A	Yes	Yes		N	
CHEM 0003B	Yes	Yes		N	
CHEM 0003X	Yes	No	Y - f19	N	
CHEM 0003Y	Yes	Yes		N	
CHEM 0005	Yes	Yes		N	
CHEM 0012A	No	No		N	
CHEM 0012B	Yes	Yes		N	
СНЕМ	Courses Taught	16			
	Courses Assessed	14			
f19-s22	% Assessed	88%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
COMMUNICATION STUDIES					
COMM 0001	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
COMM 0002	Yes	Yes		Υ	
COMM 0003	Yes	Yes		Υ	
COMM 0005	Yes	Yes		Υ	
COMM 0007	No	No		N	
COMM 0008	No	No		N	
COMM 0010	No	No		N	
COMM 0012/AAD 12	Yes	No	Y - s21 (AAD)	N	
COMM 0031A	No	No		N	
COMM 0070	Yes	No	Y-s22	N	
COMM 0071	Yes	Yes		N	
COMM 0072	Yes	Yes		Υ	
COMM 0078	Yes	Yes		Υ	
СОММ 0079	Yes	Yes		Υ	
СОММ	Courses Taught	14			
	Courses Assessed	10			
f19-s22	% Assessed	71%			
DAA forms submitted	f19, s20, f20, f21, s22	5/6			
COMPUTER SCIENCE					
CSCI 0010	Yes	Yes		Υ	
CSCI 0012	Yes	Yes		Υ	
CSCI 0013	Yes	Yes		Υ	
CSCI 0014	No	No		N	
CSCI 0021	Yes	Yes		Υ	
CSCI 0026	No	No		N	
CSCI 0027	No	No		N	
CSCI 0039	Yes	Yes		Υ	
CSCI 0046	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
CSCI 0052	Yes	Yes		Υ	
CSCI 0059P	No	No		N	
CSCI 0062	No	No		N	
CSCI 0066	No	No		N	
CSCI	Courses Taught	14			
	Courses Assessed	7			
f19-s22	% Assessed	50%			
DAA forms submitted	s22	1/6			
DRAFTING ENGINEERING SU	PPORT (merged w/ FN	GINEERING)			
DES 0001	(merged W) Ele	No		N	
DES 0002		No		N	
DES 0003D		No		N	
DES 0010		No		N	
DES 0011		No		N	
DES 0012		No		N	
DES 0020		No		N	
DES 0021		No		N	
DES 0022		No		N	
DES 0040		No		N	
DEC	Courses Taught	10			
DES	Courses Assessed	0			
f19-s22	% Assessed	0%			
DAA forms submitted	/o Assesseu	0/0			
DAA TOTTIIS SUDMILLEO		0/0			
ECONOMICS					
ECON 0001A	No	No		N	
ECON 0001B	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ECON	Courses Taught	2			
	Courses Assessed	1			
f19-s22	% Assessed	50%			
DAA forms submitted		0/6			
EDUCATION					
EDU 0007	No	No		N	
EDU 0010	No	No		N	
EDU	Courses Taught	3			
	Courses Assessed	0			
f19-s22	% Assessed	0%			
DAA forms submitted	s21, f21, s22	3/6			
ENGLISH					
ENGL 0000N	No	No		N	
ENGL 0000S	Yes	Yes		N	
ENGL 0001A	Yes	Yes		N	
ENGL 0001B	Yes	Yes		Υ	
ENGL 0001C	Yes	Yes		Υ	
ENGL 0002	No	No		N	
ENGL 0007	No	No		N	
ENGL 0011	Yes	Yes		Υ	
ENGL 0012	No	No		N	
ENGL 0016	No	No		N	
ENGL 0017	No	No		N	
ENGL 0019	No	No		N	
ENGL 0020	No	No		N	
ENGL 0021	No	No		N	
ENGL 0024	No	No		N	
ENGL 0027	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ENGL 0029	No	No		N	
ENGL 0030A	No	No		N	
ENGL 0030B	No	No		N	
ENGL 0032	No	No		N	
ENGL 0034	No	No		N	
ENGL 0035	No	No		N	
ENGL 0040	No	No		N	
ENGL 0042	No	No		N	
ENGL 0046A	No	No		N	
ENGL 0046B	No	No		N	
ENGL 0047B	No	No		N	
ENGL 0048	No	No		N	
ENGL 0812	No	No		N	
ENGL 0814	No	No		N	
ENGL 0815	No	No		N	
ENGL	Courses Taught	31			
	Courses Assessed	5			
f19-s22	% Assessed	16%			
DAA forms submitted	f20, f21, s22	3/6			
ENGINEERING					
ENGR 0017	No	No		N	
ENGR 0017L	Yes	No	Y - s20	N	
ENGR 0022A	Yes	No	Y - f20	N	
ENGR 0022B	Yes	No	Y - f21	N	
ENGR 0035	Yes	No	Y - f22	N	
ENGR 0037	Yes	No	Y - s20, f21	N	
ENGR 0045	Yes	No	Y - f19	N	
ENGR 0095	Yes	No	Y - s20, s21	N	
ENGR 0110	Yes	Yes		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ENGR 0150	Yes	No	Y - s20	N	
ENGR 0220	No	No		N	
ENGR	Courses Taught	11	L		
	Courses Assessed	g			
f19-s22	% Assessed	82%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6	5		
EARTH SCIENCE					
ESCI 0001	Yes	Yes		N	
ESCI 0001L	No	No		N	
ESCI 0003	Yes	No	Y- f21	N	
ESCI 0003L	Yes	No	Y- f21	N	
ESCI 0007	No	No		N	
ESCI 0010	No	No		N	
ESCI 0010L	Yes	No	Y- s21	N	
ESCI 0015	No	No		N	
ESCI 0016G	No	No		N	
ESCI 0050	No	No		N	
ESCI 0054A	No	No		N	
ESCI 0054B	No	No		N	
ESCI 0054D	No	No		N	
ESCI 0055B	No	No		N	
ESCI 0055C	No	No		N	
ESCI 0055F	No	No		N	
ESCI 0056A	No	No		N	
ESCI	Courses Taught	17	7		
	Courses Assessed		ı		
f19-s22	% Assessed	24%	6		

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
DAA forms submitted	f19, f20, s21, f21, s22	5/6			
ENGLISH AS SECOND LANGU	IAGE				
ESL 0020C	Yes	Yes		N	
ESL 0024P	Yes	No	Y - f19	N	
ESL 0025C	No	No		N	
ESL 0025G	Yes	Yes		Υ	
ESL 0025L	Yes	Yes		N	
ESL 0030C	Yes	Yes		N	
ESL 0510C	Yes	Yes		Υ	
ESL 05100	Yes	Yes		Υ	
ESL 0510S	Yes	Yes		Υ	
ESL 0512G	Yes	Yes		Υ	
ESL 0512P	Yes	Yes		N	
ESL 0512T/0812T	Yes	Yes		N	
ESL 0520C	No	No		N	
ESL 05200	Yes	Yes		N	
ESL 0520S	Yes	Yes		Υ	
ESL 0522F	No	No		N	
ESL 0522G	Yes	Yes		Υ	
ESL 0522T	Yes	Yes		N	
ESL 0530C	Yes	Yes		Υ	
ESL 05300	Yes	Yes		Υ	
ESL 0530S	Yes	Yes		Υ	
ESL 0532G	Yes	Yes		Υ	
ESL 0800	Yes	Yes		N	
ESL 0810C	Yes	Yes		Υ	
ESL 08100	Yes	Yes		N	
ESL 0810S	No	No		N	
ESL 0812G	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
ESL 0812P	Yes	Yes		N	
ESL 0820C	Yes	Yes		Υ	
ESL 08200	Yes	Yes		N	
ESL 0820S	Yes	Yes		Υ	
ESL 0822F	No	No		N	
ESL 0822G	Yes	Yes		Υ	
ESL 0822T	No	No		N	
ESL 0830C	Yes	Yes		Υ	
ESL 08300	Yes	Yes		N	
ESL 0830S	Yes	Yes		Υ	
ESL 0832G	Yes	Yes		Υ	
ESL	Courses Taught	38			
	Courses Assessed	32			
f19-s22	% Assessed	84%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
ENVIRONMENTAL SCIENCE A	ND SUSTAINABILITY				
ESS 0001	Yes	Yes		N	
ESS 0001L	Yes	Yes		Υ	
ESS 0006	Yes	Yes		Υ	
ESS 0006F	Yes	Yes		Υ	
ESS 0007	Yes	Yes		Υ	
ESS 0008	Yes	Yes		Υ	
ESS 0010	Yes	No	Y - s20	N	
ESS 0013	Yes	Yes		N	
ESS 0014	Yes	Yes		N	
ESS	Courses Taught	9			
	Courses Assessed	9			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
f19-s22	% Assessed	100%			
DAA forms submitted	f19, s20, s21, f21, s22	5/6			
ETHNIC STUDIES					
ETHN 0011	No	No		N	
ETHN 0020	No	No		N	
ETHN 0030	No	No		N	
ETHN 0045	No	No		N	
ETHN 0050	No	No		N	
ETHN 0053	No	No		N	
ETHN	Courses Taught	7			
	Courses Assessed	0			
f19-s22	% Assessed	0%			
DAA forms submitted		0/6			
FASHION					
FASH 0001	No	No		N	
FASH 0002	Yes	Yes		N	
FASH 0003	Yes	Yes		N	
FASH 0004A	Yes	Yes		N	
FASH 0004A	No	No		N	
FASH 0007	Yes	Yes		Υ	
FASH 0008	Yes	Yes		Υ	
FASH 0012	Yes	Yes		N	
FASH 0013	Yes	Yes		N	
FASH 0014	Yes	Yes		N	
FASH 0015	Yes	Yes		Y	
FASH	Courses Taught	11			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
	Courses Assessed	9			
f19-s22	% Assessed	82%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
FIRE TECHNOLOGY					
FIRE 0001	Yes	Yes	Y - s20	N	
FIRE 0003	Yes	Yes	Y - s20	N	
FIRE 0004	Yes	Yes	Y - f20	N	
FIRE 0005	Yes	Yes	Y - s20	N	
FIRE 0007	Yes	Yes	Y - s21	N	
FIRE 0008	Yes	Yes	Y - f20	N	
FIRE 0010	Yes	Yes	Y - s20	N	
FIRE 0050	Yes	Yes	Y - f19	N	
FIRE 0073	Yes	Yes	Y - f20	N	
FIRE 0074	Yes	Yes	Y - f20	N	
FIRE 0075	No	No		N	
FIRE 0078	Yes	Yes	Y - s20	N	
FIRE 0079	Yes	Yes	Y - f19	N	
FIRE 0080	No	No		N	
FIRE 0097	No	No		N	
FIRE 0099	No	No		N	
FIRE 0100	Yes	Yes	Y - s20	N	
FIRE 0100A	No	No		N	
FIRE 0101	No	No		N	
FIRE 0102	Yes	Yes	Y - s20	N	
FIRE 0170	Yes	Yes	Y - f21	N	
FIRE 0171	No	No		N	
FIRE 0172	No	No		N	
FIRE 0173	Yes	Yes		Υ	
FIRE 0174	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
FIRE 0175	No	No		N	
FIRE 0176	No	No		N	
FIRE 0177	No	No		N	
FIRE 0178	No	No		N	
FIRE 0179	No	No		N	
FIRE 0190	No	No		N	
FIRE 0191	No	No		N	
FIRE 0242	No	No		N	
FIRE 0634	No	No		N	
FIRE 0635	No	No		N	
FIRE 0638	No	No		N	
FIRE 0639	No	No		N	
FIRE 0640	No	No		N	
FIRE 0641	Yes	Yes	Y - f19	N	
FIRE 0642	No	No		N	
FIRE 0643	No	No		N	
FIRE	Courses Taught	41			
	Courses Assessed	17			
f19-s22	% Assessed	41%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
GEOLOGY					
GEOG 0001	Yes	No	Y - s21	N	
GEOG 0001L	Yes	No	Y - s21	N	
GEOG 0002	Yes	No	Y - s21	N	
GEOG 0003	Yes	Yes	Y - s20	N	
GEOG 0004	No	No		N	
GEOG 0005	Yes	Yes	Y - f21	Υ	
GEOG 0016	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
GEOG 0085	No	No		N	
GEOG 0086	Yes	No	Y - f21	N	
GEOG 0090	No	No		N	
GEOG 0091A	No	No		N	
GEOG 0091B	No	No		N	
GEOG 0093	No	No		N	
GEOG	Courses Taught	13	,		
	Courses Assessed	6	3		
f19-s22	% Assessed	46%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
HUMAN DEVELOPMENT					
HDEV 0001	Yes	Yes		Υ	
HDEV 0002	Yes	No	Y- s21	N	
HDEV 0003	Yes	Yes		N	
HDEV 0004	Yes	Yes		Υ	
HDEV 0005	Yes	No	Y- s21	N	
HDEV 0007	Yes	Yes		Υ	
HDEV 0009	Yes	Yes		Υ	
HDEV 0010	Yes	Yes		N	
HDEV 0010L	Yes	Yes		N	
HDEV 0011	Yes	No	Y- f21	N	
HDEV 0012	Yes	Yes		N	
HDEV 0021	Yes	Yes		N	
HDEV 0022	No	No		N	
HDEV 0025	Yes	Yes		N	
HDEV 0030	Yes	Yes		N	
HDEV 0038	Yes	No	Y- s21	N	
HDEV 0040	Yes	Yes		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
HDEV 0041	Yes	Yes		Υ	
HDEV 0061	No	No		N	
HDEV	Courses Taught	19)		
	Courses Assessed	17			
f19-s22	% Assessed	89%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6	5		
HEALTH EDUCATION					
HED 0001	Yes	Yes		N	
HED 0002	No	No		N	
HED 0010	No	No		N	
HED	Courses Taught	3	3		
	Courses Assessed	1	L		
f19-s22	% Assessed	33%	S		
DAA forms submitted	f19, f20, s21	3/6	5		
HISTORY					
HIST 0004A	Yes	No	Y- s21	N	
HIST 0004B	Yes	Yes		Υ	
HIST 0017A	Yes	No	Y-f20	N	
HIST 0017B	Yes	No	Y- s20	N	
HIST 0018A	Yes	No	Y- f20	N	
HIST 0018B	No	No		N	
HIST 0019A	Yes	No	Y- s21	N	
HIST 0019B	Yes	No	Y- s21	N	
HIST 0020	No	No		N	
HIST 0021	No	No		N	
HIST 0022	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
HIST 0023	Yes	No	Y- s20	N	
HIST 0024	No	No		N	
HIST 0025	Yes	No	Y- f20	N	
HIST 0026	Yes	Yes		Υ	
HIST 0027	Yes	Yes		Υ	
HIST 0050	Yes	Yes		Υ	
HIST 0051	No	No		N	
HIST	Courses Taught	18			
	Courses Assessed	13			
f19-s22	% Assessed	72%			
DAA forms submitted	f19, s20, f20, s21, f21	5/6			
HEALTH SCIENCES					
HSCI 0002	Yes	Yes		Υ	
HSCI 0003	Yes	Yes		Υ	
HSCI 0007	Yes	Yes		Υ	
HSCI 0030	No	No		N	
HSCI 0050	Yes	Yes		Υ	
HSCI 0080	No	No		N	
HSCI 0600	Yes	Yes		Υ	
HSCI	Courses Taught	7			
	Courses Assessed	5			
f19-s22	% Assessed	71%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
HUMANITIES					
HUM 0001	Yes	Yes		Υ	
HUM 0002	Yes	Yes		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
HUM 0003	Yes	Yes		N	
HUM 0005	Yes	No	Y- f19	N	
HUM 0009	Yes	Yes		Υ	
HUM 0010	Yes	Yes		N	
HUM 0015	Yes	Yes		N	
HUM 0017	Yes	Yes		N	
HUM 0020	Yes	Yes		Υ	
HUM 0021	Yes	Yes		N	
ним	Courses Taught	10			
	Courses Assessed	10			
f19-s22	% Assessed	100%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
INFORMATION TECHNOLOGY	,				
IT 0010	No	No		N	
IT 0015	Yes	Yes		N	
IT 0020	No	No		N	
IT 0025	Yes	No	Y- f19	N	
IT 0035	No	No		N	
IT 0040	No	No		N	
IT 0045	No	No		N	
IT 0055	Yes	Yes		N	
IT 0060	No	No		N	
IT 0065	Yes	No	Y- f19	N	
IT 0075	Yes	No	Y- f20	N	
IT 0080	No	No		N	
IT 0090	No	No		N	
IT 0100	Yes	No	Y- f20	N	
IT 0105	Yes	No	Y- f20	N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
IT 0110	Yes	Yes		N	
IT 0115	No	No		N	
IT 0120	No	No		N	
IT 0125	No	No		N	
IT 0130	No	No		N	
IT 0140	Yes	No	Y- f20	N	
IT 0145	Yes	No	Y- f20	N	
IT 0150	No	No		N	
IT 0165	No	No		N	
IT 0170	No	No		N	
IT 0820	No	No		N	
IT 0830	No	No		N	
IT 0835	No	No		N	
IT 0865	No	No		N	
IT	Courses Taught	29			
	Courses Assessed	10			
f19-s22	% Assessed	34%			
DAA forms submitted	s20, f20, s22	3/6			
KINESIOLOGY					
KIN 0003A	No	No		N	
KIN 0003B	No	No		N	
KIN 0004	No	No		N	
KIN 0005A	No	No		N	
KIN 0005B	No	No		N	
KIN 0006	No	No		N	
KIN 0007	Yes	Yes		N	
KIN 0009	No	No		N	
KIN 0010	Yes	Yes		N	
KIN 0011	Yes	Yes		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
KIN 0012	No	No		N	
KIN 0019	No	No		N	
KIN 0020	No	No		N	
KIN 0023	Yes	Yes		N	
KIN 0024	No	No		N	
KIN 0026	No	No		N	
KIN 0027	Yes	Yes		N	
KIN 0029	No	No		N	
KIN 0030	No	No		N	
KIN 0031A	No	No		N	
KIN 0031B	No	No		N	
KIN 0032	No	No		N	
KIN 0032B	No	No		N	
KIN 0033	Yes	Yes		Υ	
KIN 0034	No	No		N	
KIN 0035A	No	No		N	
KIN 0035B	No	No		N	
KIN 0041	No	No		N	
KIN 0042	No	No		N	
KIN 0050A	No	No		N	
KIN 0050B	No	No		N	
KIN 0051	Yes	Yes		N	
KIN 0053	No	No		N	
KIN 0054	Yes	Yes		N	
KIN 0062	Yes	Yes		N	
KIN 0068	No	No		N	
KIN 0069	Yes	Yes		N	
KIN 0071	No	No		N	
KIN 0072	No	No		N	
KIN 0073	No	No		N	
KIN 0080	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
KIN 0081	Yes	Yes		N	
KIN 0083	No	No		N	
KIN 0084	No	No		N	
KIN 0086	No	No		N	
KIN 0087A	Yes	Yes		N	
KIN 0087B	Yes	Yes		N	
KIN 0087C	No	No		N	
KIN 0087D	No	No		N	
KIN 0087E	Yes	Yes		N	
KIN 0087F	Yes	Yes		N	
KIN 0088	No	No		N	
KIN 0095	Yes	No	Y- f20	N	
KIN 0096	No	No		N	
KIN 0097	No	No		N	
KIN	Courses Taught	55			
	Courses Assessed	17			
	% Assessed	31%			
DAA forms submitted	f19, s20, f20, s21	4/6			
LESBIAN, GAY, BISEXUAL, AN	D TRANSGENDER STUI	DIFS			
LGBT 0001	Yes	No		Υ	
LGBT 0002	Yes	No		Υ	
LGBT 0010	No	No		N	
LGBT	Courses Taught	3			
	Courses Assessed	2			
f19-s22	% Assessed	67%			
DAA forms submitted	f19, s20, s21,	6/6			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
LRDS 0610	No	No		N	
LRDS	Courses Taught	1			
	Courses Assessed	0			
f19-s22	% Assessed	0%			
DAA forms submitted		0/6			
MATHEMATICS					
MATH 0000A	Yes	No		Υ	
MATH 0000B	No	No		N	
MATH 0000D	No	No		N	
MATH 0000E	No	No		N	
MATH 0000G	Yes	Yes		Υ	
MATH 0000S	No	No		N	
MATH 0010	No	No		N	
MATH 0012	Yes	Yes		Υ	
MATH 0012S	No	No		N	
MATH 0013	Yes	Yes		Υ	
MATH 0013A	Yes	No		Υ	
MATH 0013B	Yes	No		Υ	
MATH 0013S	No	No		N	
MATH 0015	No	No		N	
MATH 0016A	Yes	Yes		Υ	
MATH 0016B	No	No		N	
MATH 0017	Yes	Yes		Υ	
MATH 0017S	Yes	No		Υ	
MATH 0018	Yes	Yes		Υ	
MATH 0019	Yes	Yes		Υ	
MATH 0024	Yes	Yes		Υ	
MATH 0024S	No	No		N	
MATH 0027	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
MATH 0029	Yes	No		Υ	
MATH 0030	Yes	Yes		Υ	
MATH 0031	Yes	Yes		Υ	
MATH 0032	Yes	Yes		Υ	
MATH 0033	Yes	No		Υ	
MATH 0042	Yes	Yes		Υ	
MATH 0042S	Yes	Yes		Υ	
MATH 0584	No	No		N	
MATH 0800S	No	No		N	
MATH 0813S	No	No		N	
MATH	Courses Taught	33			
	Courses Assessed	20			
f19-s22	% Assessed	61%			
DAA forms submitted	s20, f20, s21, f21,	F./C			
DAA forms submitted	s22	5/6			
MECHATRONICS					
MECH 0001	Yes	Yes		N	
MECH 0004	No	No		N	
MECH 0008	No	No		N	
MECH 0010	No	No		N	
MECH 0014	Yes	Yes		N	
MECH 0025	Yes	Yes		N	
MECH 0044	No	No		N	
MECH 0054	No	No		N	
MECH 0090	No	No		N	
MECH	Courses Toursh				
MECH	Courses Taught	9			
640.00	Courses Assessed	3			
f19-s22	% Assessed	33%			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
DAA forms submitted	f19, s20, s21, s22	4/6			
MUSIC					
MUS 0002	Yes	Yes		N	
MUS 0003A	Yes	Yes		N	
MUS 0003B	No	No		N	
MUS 0004A	Yes	No	Y- f20	N	
MUS 0004B	No	No		N	
MUS 0006A	Yes	Yes		N	
MUS 0006B	No	No		N	
MUS 0007	No	No		N	
MUS 0009A	Yes	Yes		N	
MUS 0009B	No	No		N	
MUS 0010	Yes	No	Y- f20	N	
MUS 0011	Yes	Yes		N	
MUS 0012A	Yes	Yes		N	
MUS 0012B	No	No		N	
MUS 0013	Yes	Yes		N	
MUS 0015	No	No		N	
MUS 0016	No	No		N	
MUS 0018	No	No		N	
MUS 0025	Yes	No	Y- f20	N	
MUS 0029	No	No		N	
MUS 0039A	No	No		N	
MUS 0039B	No	No		N	
MUS 0039C	No	No		N	
MUS 0039D	No	No		N	
MUS 0040A	No	No		N	
MUS 0040B	No	No		N	
MUS 0040C	Yes	Yes		N	
MUS 0040D	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
MUS 0042	Yes	Yes		N	
MUS 0046	Yes	No	Y- f20	N	
MUS 0047	Yes	Yes		N	
MUS 0048	Yes	Yes		N	
MUS 0049	Yes	Yes		N	
MUS 0050	No	No		N	
MUS 0051	No	No		N	
MUS 0054	No	No		N	
MUS 0057A	No	No		N	
MUS 0057B	No	No		N	
MUS 0058A	No	No		N	
MUS 0058B	No	No		N	
MUS 0810	No	No		N	
MUS	Courses Taught	41			
	Courses Assessed	16			
f19-s22	% Assessed	39%			
DAA forms submitted	s20, f20, s21	3/6			
NURSING					
NRSR 0003	Yes	Yes		N	
NRSR 0017	Yes	Yes		N	
NRSR 0021	Yes	Yes		Υ	
NRSR 0022	Yes	Yes		Υ	
NRSR 0023	Yes	Yes		N	
NRSR 0024	Yes	Yes		Υ	
NRSA	Courses Taught	6			
	Courses Assessed	6			
f19-s22	% Assessed	100%			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6	5		
NUTRITION AND FOOD SCIEN	NCF				
NUTF 0005	Yes	Yes		Υ	
NUTF 0010	Yes	Yes		Υ	
NUTF 0013	Yes	Yes		N	
NUTF 0014	Yes	Yes		Υ	
AULTE					
NUTF	Courses Taught	4			
(4000	Courses Assessed	4000			
f19-s22	% Assessed	100%	6		
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6	5		
PERSONAL DEVELOPMENT					
PDEV 0001	Yes	Yes		Υ	
PDEV 0001	Yes	Yes		Υ	
PDEV 0008	Yes	Yes		Υ	
PDEV 0009	Yes	Yes		Υ	
PDEV 0003	Yes	Yes		Υ	
PDEV 0070	Yes	Yes		Υ	
PDEV 0094	Yes	Yes		N	
PDEV	Courses Taught	-	7		
	Courses Assessed	-			
f19-s22	% Assessed	100%	6		
DAA forms submitted	s20, f20, s21, f21,	4/6	5		
PHILOSOPHY					
PHIL 0002	Yes	Yes		Υ	
PHIL 0004	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
PHIL 0006	Yes	Yes		N	
PHIL 0010	Yes	Yes		N	
PHIL 0012	Yes	Yes		N	
PHIL 0013	Yes	Yes		N	
PHIL 0020	Yes	Yes		Υ	
PHIL 0021	Yes	Yes		N	
PHIL 0027	Yes	No		Υ	
PHIL 0065	No	No		N	
PHIL	Courses Taught	10			
	Courses Assessed	9			
f19-s22	% Assessed	90%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
PHOTOGRAPHY					
PHOT 0010	Yes	Yes		Υ	
PHOT 0030	No	No		N	
PHOT 0060A	Yes	Yes		N	
PHOT 0060B	Yes	Yes		N	
PHOT 0065	Yes	Yes		Υ	
PHOT 0070A	Yes	Yes		Υ	
PHOT 0070B	Yes	Yes		Υ	
PHOT 0075	Yes	Yes		N	
PHOT 0076	Yes	Yes		N	
PHOT 0078	Yes	Yes		N	
PHOT 0080	Yes	Yes		N	
PHOT 0085	Yes	Yes		N	
PHOT 0088	Yes	No	Y- s21	N	
PHOT 0089	No	No		N	
PHOT 0090B	Yes	Yes		Υ	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
PHOT 0090I	No	No		N	
PHOT 0090J	Yes	Yes		N	
PHOT 0090L	No	No		N	
PHOT 0090N	Yes	Yes		N	
PHOT 0090P	No	No		N	
PHOT 0090T	Yes	Yes		N	
PHOT 0090W	No	No		N	
PHOT 0092	Yes	Yes		N	
PHOT 0093	Yes	Yes		N	
PHOT	Courses Taught	24			
	Courses Assessed	18			
f19-s22	% Assessed	75%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
PHYSICS					
PHYS 0000A	Yes	Yes		Υ	
PHYS 0010	Yes	Yes		Υ	
PHYS 0010L	No	No		N	
PHYS 0105	Yes	Yes		N	
PHYS 0105L	Yes	Yes		Υ	
PHYS 0110	Yes	Yes		N	
PHYS 0110L	Yes	Yes		Υ	
PHYS 0205	Yes	Yes		N	
PHYS 0205L	Yes	Yes		N	
PHYS 0210	Yes	Yes		N	
PHYS 0210L	Yes	Yes		N	
PHYS 0210R	Yes	Yes		N	
PHYS 0215	Yes	Yes		N	
PHYS 0215L	Yes	Yes		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
PHYS 0215R	Yes	Yes		N	
PHYS	Courses Taught	15			
	Courses Assessed	14			
f19-s22	% Assessed	93%			
DAA forms submitted	f19, s20, f20, s21, f21	5/6			
POLITICAL SCIENCE					
POLS 0001	Yes	No	Y- s20	N	
POLS 0002	Yes	Yes		N	
POLS 0003	Yes	Yes		N	
POLS 0004	Yes	Yes		N	
POLS 0005	Yes	No	Y- f19	N	
POLS 0007	Yes	Yes		N	
POLS 0008	Yes	Yes		N	
POLS 0009	Yes	Yes		N	
POLS 0012	Yes	Yes		N	
POLS 0016	Yes	Yes		N	
POLS 0017	Yes	Yes		Υ	
POLS 0018	Yes	Yes		N	
POLS 0027	Yes	Yes		N	
POLS	Courses Taught	13			
	Courses Assessed	13			
f19-s22	% Assessed	100%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
PSYCHOLOGY					
PSYC 0100	No	No		N	
PSYC 0102	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
PSYC 0103	Yes	Yes		Υ	
PSYC 0104	No	No		N	
PSYC 0105	Yes	No	Y- f19	N	
PSYC 0106	Yes	Yes		N	
PSYC 0107	No	No		N	
PSYC 0108	No	No		N	
PSYC 0110	No	No		N	
PSYC 0127	No	No		N	
PSYC 0130	No	No		N	
PSYC 0140	Yes	No	Y- s22	N	
PSYC 0140L	No	No		N	
PSYC 0142	Yes	No	Y- s22	N	
PSYC 0150	No	No		N	
PSYC 0160	No	No		N	
PSYC	Courses Taught	16			
7510	Courses Assessed	5			
f19-s22	% Assessed	31%			
DAA forms submitted	s22	1/6			
RECREATION MANAGEMEN	T (margad w/ ATHI /KIN	1)			
RECM 0010	Yes	Yes		N	
RECM 0020	No	No		N	
RECM 0030	No	No		N	
RECM 0040	No	No		N	
RECM 0071	No	No		N	
RECM 0072	No	No		N	
RECM	Courses Taught	6			
	Courses Assessed	1			
f19-s22	% Assessed	17%			

Courses Taught f19-s22	Assessed f19-s22		TracDat	SLAS Teams	e-SLAS Assessments	
DAA forms submitted	f20, s22		2/6			
RISE						
RISE 0001	Yes	Yes			Υ	
RISE	Courses Taught		1			
	Courses Assessed		1			
f19-s22	% Assessed		100%			
DAA forms submitted	f19, s20, f20, s21, s22		5/6			
DAA TOTTIS SUDTILICEU	522		3/0			
SKILL DEVELOPMENT						
SKDV 0001	Yes	Yes			N	
SKDV 0001	No	No			N	
SKDV 0020	Yes	Yes			N	
38.54 6020	1.03	103				
SKDV	Courses Taught		3			
	Courses Assessed		2			
f19-s22	% Assessed		67%			
DAA forms submitted	f19, s20		2/6			
			, -			
SOCIOLOGY						
SOC 0001	Yes	No		Y- s20	N	
SOC 0002	Yes	No		Y-f19	N	
SOC 0003	Yes	Yes		Y- f20	N	
SOC 0004	Yes	Yes		Y- s20	N	
SOC 0005	Yes	Yes		Y- f20	N	
SOC 0009	Yes	No		Y- f20	N	
SOC 0010	Yes	No		Y- s21	N	
SOC 0011	Yes	No		Y- s20	N	
SOC 0015	Yes	No		Y- s21	N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
SOC 0015S	Yes	No	Y- s21	N	
SOC 0027	Yes	No	Y- f20	N	
SOC 0047	Yes	Yes		N	
SOC 0110	Yes	No	Y- f20	N	
SOC 0815S	No	No		N	
SOC	Courses Taught	14			
	Courses Assessed	13			
f19-s22	% Assessed	93%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
		-			
SPANISH					
SPAN 0001	Yes	Yes		Υ	
SPAN 0002	Yes	Yes		Υ	
SPAN 0003	Yes	Yes		Υ	
SPAN 0004	Yes	Yes		Υ	
SPAN 0017	Yes	Yes		N	
SPAN 0019	Yes	Yes		Υ	
SPAN 0020	Yes	Yes		N	
SPAN	Courses Taught	7			
	Courses Assessed	7			
f19-s22	% Assessed	100%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
SOCIAL SCIENCE (Changed to	ETHN)				
SSCI 0010		No		N	
SSCI 0020		No		N	
SSCI 0041		No		N	
SSCI 0045		No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
SSCI 0050		No		N	
SSCI	Courses Taught	5			
	Courses Assessed	0			
	% Assessed	0%			
f19-s22					
DAA forms submitted		0/0			
THEA 0010A	Yes	Yes		N	
THEA 0010B	Yes	Yes		N	
THEA 0013	Yes	Yes		N	
THEA 0014	Yes	Yes		N	
THEA 0015	Yes	Yes		N	
THEA 0016A	Yes	Yes		N	
THEA 0016B	Yes	Yes		N	
THEA 0017	Yes	Yes		N	
THEA 0018	Yes	Yes		N	
THEA 0019A	Yes	Yes		N	
THEA 0019B	Yes	Yes		N	
THEA 0021	Yes	Yes		N	
THEA 0022A	Yes	Yes		N	
THEA 0022B	No	No		N	
THEA 0022C	No	No		N	
THEA 0023A	Yes	Yes		N	
THEA 0023B	Yes	Yes		N	
THEA 0023C	No	No		N	
THEA 0028	Yes	No	Y- s22	N	
THEA 0029	No	No		N	
THEA 0095	Yes	No	Y- f19	N	
THEA 0809	No	No		N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
THEA	Courses Taught	22			
	Courses Assessed	17			
f19-s22	% Assessed	77%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
WELDING					
WELD 0001A	No	No		N	
WELD 0001B	No	No		N	
WELD 0002A	No	No		N	
WELD 0002B	No	No		N	
WELD 0003A	Yes	Yes		Υ	
WELD 0003B	No	No		N	
WELD 0005A	No	No		N	
WELD 0005B	No	No		N	
WELD 0005C	No	No		N	
WELD 0010	No	No		N	
WELD 0011	Yes	Yes		Υ	
WELD 0015	No	No		N	
WELD 0015A	No	No		N	
WELD 0020	No	No		N	
WELD 0025	No	No		N	
WELD 0030	No	No		N	
WELD 0040	No	No		N	
WELD 0050	No	No		N	
WELD 0060	No	No		N	
WELD 0070	No	No		N	
WELD	Courses Taught	20			
	Courses Assessed	2			
f19-s22	% Assessed	10%			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
DAA forms submitted	f19, s20, f20, s21	4/6			
WOMEN AND GENDER STUD	DIES				
WMST 0001	Yes	Yes		N	
WMST 0002	No	No		N	
WMST 0003/HUM 9	Yes	No	Y -s21 (HUM 9)	N	
WMST 0004	Yes	No	Y -s21	N	
WMST	Courses Taught	4			
	Courses Assessed	3			
f19-s22	% Assessed	75%			
DAA forms submitted	f19, s20, f20, s21, f21, s22	6/6			
WORLD LANGUAGES	See Below				
		2.6			
DAA forms submitted	f19, f20, s22	3/6			
DEAF STUDIES					
DFST 0001	Yes	Yes		N	
DFST 0002	Yes	Yes	Y - s20	N	
DFST 0003	Yes	Yes		N	
DFST 0004	Yes	Yes		N	
DFST 0010	No	No		N	
DFST	Courses Taught	5			
	Courses Assessed	4			
f19-s22	% Assessed	80%			
DAA forms submitted	f20, s22	2/6			

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
FRENCH					
FREN 0001	Yes	Yes		N	
FREN 0002	Yes	No	Y - f22	N	
FREN 0003	Yes	No	Y - f22	N	
FREN 0004	Yes	No	Y - f19	N	
FREN	Courses Taught	4			
	Courses Assessed	4			
f19-s22	% Assessed	100%			
DAA forms submitted		0/6			
GERMAN					
GER 0001	Yes	Yes	Y - s19, s20	N	
GER 0002	Yes	No	Y - s19	N	
GER	Courses Taught	2			
	Courses Assessed	2			
f19-s22	% Assessed	100%			
DAA forms submitted		0/6			
ITAL 0001	Yes	Yes	Y - f20, f21	N	
ITAL 0002	Yes	Yes		N	
ITAL	Courses Taught	2			
	Courses Assessed	2			
f19-s22	% Assessed	100%			
DAA forms submitted		0/6			
JPN 0001	Yes	Yes	Y - f20	N	
JPN 0002	Yes	No	Y - f19	N	

Courses Taught f19-s22	Assessed f19-s22	TracDat	SLAS Teams	e-SLAS Assessments	
JPN	Courses Taught	2			
	Courses Assessed	2			
f19-s22	% Assessed	100%			
DAA forms submitted		0/6			

March 1, 2023

To: Academic Senate, Instruction and Student Services Deans, VPI and VPSS, Strategic Council

From: Educational Effectiveness Committee, Co-Chairs

Assessment Participation Executive Summary: fall 2019 – spring 2022

Background, Process, and Resources:

The Educational Effectiveness Committee (EEC), a committee of the Academic Senate, represents the Senate's interest in ensuring that student learning is regularly and skillfully assessed through the gathering and analysis of evidence-based student learning assessment results to assist in improving instructional programs and student services. The EEC also strives to ensure that the college meets the relevant accreditation standards by guiding and coordinating the college's assessment activities to help inform improvement plans, training opportunities, and resource allocation.

Assessment Process:

- The assessment cycle for instruction is 3 years; student services is 6 years
- All instructional courses must be assessed at least once every 3 years
- Faculty use e-SLAS form to report and reflect on assessment results
- Department chairs upload assessment documents to SLO Teams area
 - o SLAS (student learning assessment summary) forms
 - o DAA (department assessment analysis) forms
 - o SLO Spreadsheets
- SLO Assistants uploaded SLO results (SLAS forms) into Tracdat
- Marketing retrieves DAA forms and posts on website for public access
- Each Service Area must be assessed once every 6 years
- SAO Assistants forward assessment reports to be uploaded into Tracdat

Assessment Participation Policy:

Outcome assessment participation per semester is complete by having (a) completed and submitted SLAS forms for every course taught, (b) completed and submitted DAA forms each semester, and (c) the use of a current program SLO Mapping and Planning Spreadsheet. Incomplete SLO assessment participation is defined as departments who have not submitted the above items to the SLO Teams area.

Assessment Resources:

Through four SLO Assistants and two unstaffed SAO Assistants, the EEC monitors 56 instructional programs (programs with courses offered) and student service areas.

Currently two hours per semester are resourced for all faculty to participate in planning and assessment activities (P&A Day) during flex week.

Assessment Participation Report:

Report includes assessment activities from fall 2019 to spring 2022

Instructional Assessments	Student Service Area Assessments
5 Programs Meeting Assessment	No data available
Participation Policy	
48 Programs Partially Meeting	No data available
Assessment Participation Policy	
3 Programs Not Meeting Assessment	No data available
Participation Policy (not participating)	

Recommendations

- Recommendation to Senate to approve re-imagined program review process.
- Develop process utilizing faculty professional development training and resource requests from e-SLAS forms.
- Trust statement from the District separating faculty evaluations from student learning assessment results.
- SCFA CBA that clarifies faculty assessment responsibilities.
- Develop process to ensure participation for reorganized student service areas.

Y1: Review, assess, and plan

Program Review Coaches

Y1S1: Review previous goals; working with dean, collaborative assessment of current status: **Y6: Curriculum Committee review/Close** highlights, significant issues, target the loop courses for CR; PSLO A (aligned • Fall P&A: PSLO E action plans analyzed; loop CLSOs accessed) **Y6 Y1**

Y4

- closed.
- Spring P&A: Analyze SLO data, develop and implement action plan for next cycle.

Y5

- Prepare summary support of PR cycle.
- Opportunity to share work with college

Y5: Full Curriculum Review completed

- Continue work on revised action plan
- Curriculum changes reflected in catalog
- Fall P&A: PSLO D action plans analyzed; loop closed. PSLO E assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan.

Y4: Close the loop

- Continue work on revised action plan
- Curriculum changes reflected in catalog
- Fall P&A: PSLO C action plans analyzed; loop closed. PSLO D assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan.

Note: curriculum currency review continues on 6 year cycle

Y1S2: Spring P&A: analyze fall SLO data, develop and implement action plan for Spring.

Develop PR action plan working with dean. **Program Review Coordinating Committee confirms** that action plan

- Adequately identifies issues
- Will address issues
- Is feasible/reasonable
- Has plan for assessment
- Has plan for CR for targeted courses
- Departments can submit projects for funding

Y2: Take action on plan

- Planned Curriculum revisions made for targeted courses due April 1
- Review and update department academic maps
- Fall P&A: PSLO A action plans analyzed; loop closed. PSLO B assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan.

Y3: Midcycle review

- Dean reviews plan progress with department
- Brief midterm summary
- Revise plan as needed

Y2

- With help of dean, bring in support as needed
- Curriculum Committee reviews changes
- Fall P&A: PSLO B action plans analyzed; loop closed. PSLO C assessed.
- Spring P&A: Analyze fall SLO data, develop and implement spring action plan

Collapse All

⊕ Export Course Content

▼ Pre-i	▼ Pre-Meeting Welcome Module						
V	/elcome						
Gettin	g Started						
	Pre-Meeting To Dos						
ii.	Canvas Settings						
	Preparing for Success						
	Meet Your Facilitators!						
	Learning Outcomes						
	Unit #1 Completion re: FERC/Stipend/Certificate						
Cours	e Details						
Addit	onal Resources						
	Need Support?						
	Become an Equity Pro!						
Pre-M	eeting Survey						
***	Getting to Know You Survey						

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

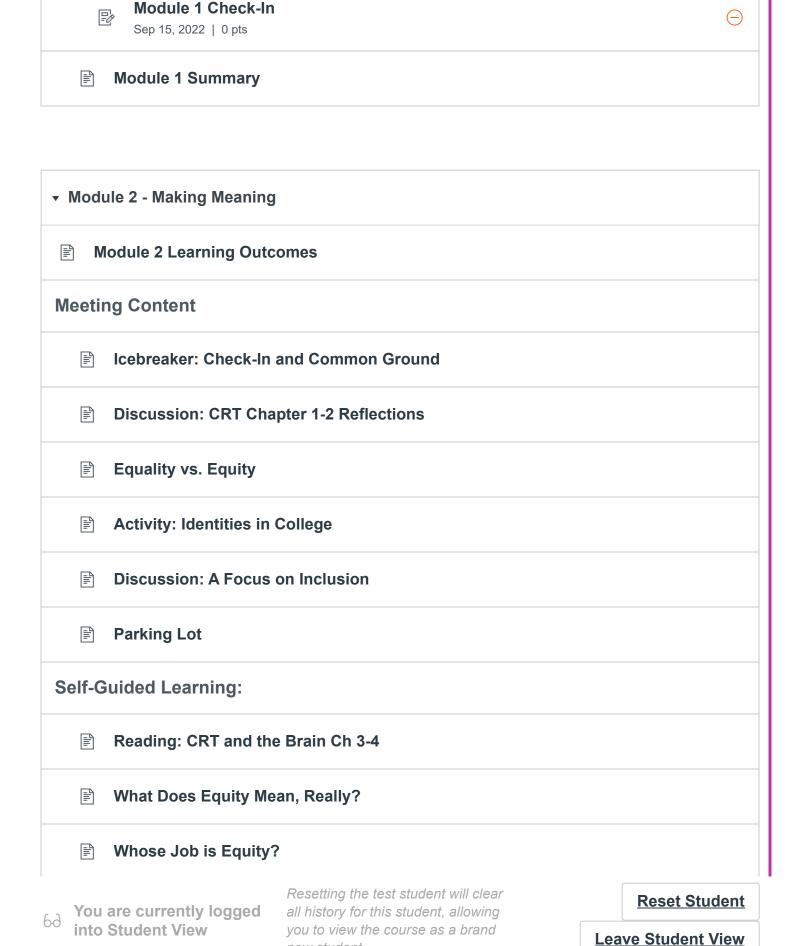
Reset Student

Return to text

▼ Module 1 - What do Equity and Inclusion Mean and What are We Trying to	Achieve?						
Module 1 Learning Outcomes							
Meeting Content:							
E Icebreaker: Name Game							
Collective Understandings and Agreements							
Activity: Intersectional Identity Stories							
Parking Lot							
Self-Guided Learning:							
Reading: CRT and the Brain Intro, Ch 1-2							
A Personal Lens: What's Your Story							
© Our Identities ARE Our Superpowers!							
Empathy							
Activity: Module 1 Reflection Sep 15, 2022 0 pts	Θ						
Equity Tips for Practice							
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<u>Reset Student</u>



new student.

	Personal Pronouns	
	What Does Anti-Racism Mean, Really?	
flu:	Examining Implicit/Unconscious Bias	
il.	Glossary: Equity Terms in Higher Education	
F.	Equity Tips for Practice Module 2	
	Activity: Sharing Equity Resources Sep 29, 2022 0 pts	
	Module 2 Check-In Sep 29, 2022 0 pts	
	Module 2 Summary	

- Module 3 Group Identities
 Module 3 Learning Outcomes
 Meeting Content
 Welcome to Meeting #3
 Identification Activity
 Stereotypes Activity
 Microaggressions in depth
- You are currently logged into Student View

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Reset Student

Self-Guided Learning:		
	CRT and the Brain Reading Assignment: Chapter 5	
-lli-	Culture and Education	
T.	Cultural Competence vs. Cultural Humility	
	Comfort Zones and Learning Edges	
Alli.	What Is an Equity Gap?	
	The Online Equity Gap	
	An Example of Privilege	
	Stereotype Threat	
	Microaggressions	
	Let's Take A Breather!	
	Introduction to Intersectionality	
	Intersectionality: Being a Gay Black Man or a Black Gay Man	
	The Pain and Empowerment of Choosing Your Own Identity	
	Disability Identity & Communication	
	Equity Tips for Practice Module 3	

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Reset Student

Module 3 Summary

▼ Module 4 - Ideal Classroom **Module 4 Learning Outcomes Meeting Content Imagining the Ideal Learning Environment Discussions Sharing Discussions: Appreciative Inquiry Activity** Let's talk about the "THING" **Chapter 5 Reflections** What is Appreciative Inquiry? **Self-Guided Learning:** CRT and the Brain Reading: Chapters 6-7 A Personal Lens: Fixed vs. Growth **Humanizing Education: Connecting with Students** Caring for our students A Ratatouille Moment Panelist Questions Resetting the test student will clear **Reset Student**

all history for this student, allowing

you to view the course as a brand

new student.

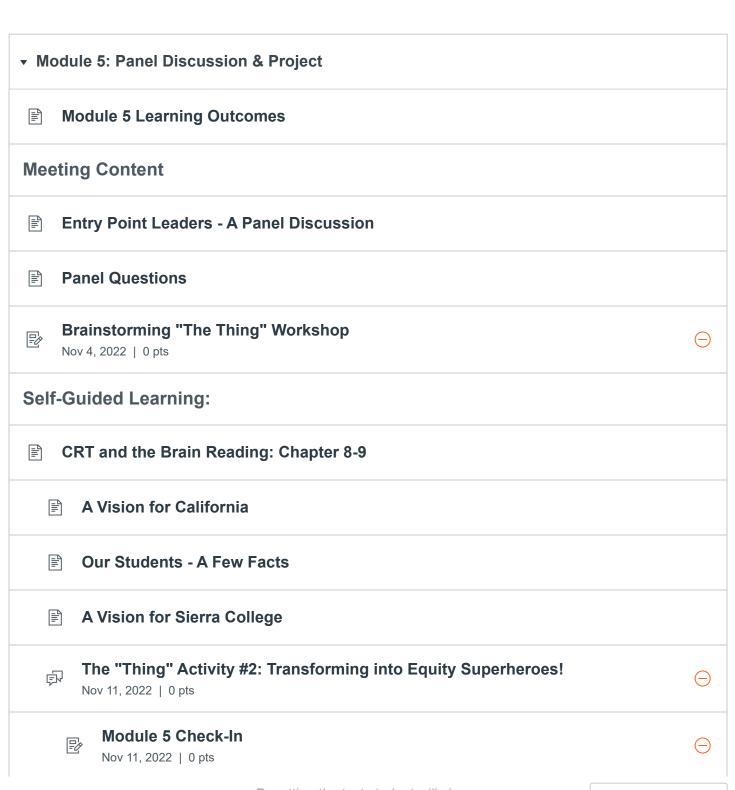
https://sierra.instructure.com/courses/355348/modules

into Student View

You are currently logged

Oct 27, 2022 | 0 pts





You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

→ Module 6: Data Interpretation and Celebration		
Module 6 Learning Outcomes		
Meeting Content		
Compassionate Understanding as Method		
₽ Data Workshop		
After our Meeting		
Activity: Let's Dig Into Our Equity Data!		
Self-Guided Learning:		
Reading Reflections: Compassionate Understanding and Street Data Webinar		
The Importance of our Voice		
The Thing Dec 9, 2022 0 pts		
্ন Let's share all the THINGS		
▼ Post-Training Module		
Post-Training Survey Dec 10, 2021		
Equity Tips for the Beginning of the Semester		
Resetting the test student will clear		

into Student View

You are currently logged all history for this student, allowing you to view the course as a brand new student.

Reset Student

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Reset Student

Equitable Instruction Workshop Agenda

Day 1 Agenda: Monday, June 6th

9:00-4:30pm

- 1. Welcome and Introductions
 - A. Meet your facilitators
 - B. Meet your home group!
- 2. Why Equitizing Instruction Matters Awaken
 - A. Equity and Intersectionality
 - B. Language of Responsibility
 - C. Equity Data at Sierra College
 - D. The Value of Personal Data for Instructors
- 3. Lunch! (12-1pm, food not provided)
- 4. Our Approach: Equity Blocks and Deliverables
- 5. Building Block: Welcome
 - A. Building a Welcoming Learning Environment and Why it Matters
 - B. Equitizing Your Syllabus
- 6. Outro: Wrap Up and Check Out

Day 2 Agenda: Tuesday, June 7th

9:00-4:30pm

- 1. Morning Welcome
 - A. Check in with your home group
- 2. Building Block: Partnership
 - A. Building Rapport
 - B. Transparency, reliability, and language
 - C. Intrusive Communication
 - D. Surveying your students' needs
- 3. Lunch! (12-1pm, food not provided)
- 4. Building Blocks: Represent and Spark
 - A. Culturally Relevant content/curriculum
 - B. Image and Language audit
- 5. Outro: Wrap Up and Check Out

Day 3 Agenda: Wednesday, June 8th

9:00-4:30pm

- 1. Morning Check-In
- 2. Building Block: Elevate

- A. Warm Demander
- B. Information Processing and Active
- 3. Building Block: Demystify
 - A. Transparent assignments/ expectations
- 4. Building Block: Validate
 - A. Feedback
- 5. Deliverables and Expectations

EQUITABLE INSTRUCTION WORKSHOP FINAL DELIVERABLES

- 1. Equitized Syllabus
- 2. Classroom Welcome
- 3. Culturally Relevant Content Unit
- 4. Transparent Assignments
- 5. Scaffolding Learning Experience
- 6. Personal Professional Development Plan

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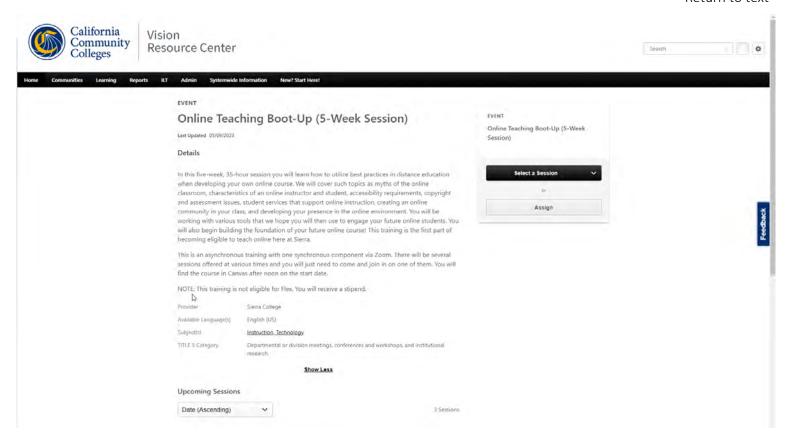
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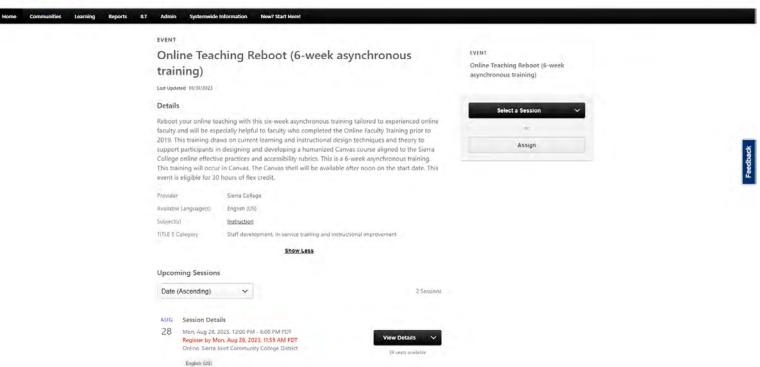
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Instructor Name:

Course:

Accessibility Review

Corrections necessary for your course content will be listed in bullet points following each accessibility requirement.

Alt. Tagged Images: All images in a course need an ALT tag that describes specifically what the image shows, or decorative image must be specified. Click on the following link to see directions: Alt Text

CANVAS Page Formatting: Canvas content pages need properly formatted headings, paragraph formatting, bullet points, table headers and descriptive links where necessary. CANVAS has a built-in accessibility checker, but some pages need small fixes beyond what is assessed by the checker such as the wording of the Alt tag and the heading formats. Click on the following links to see directions: Hyperlinks Lists Modify Text Tables

•

Attached Documents and Presentations: Attached documents need properly formatted headings, paragraph formatting, bullet points, table headers and descriptive links where necessary. Presentations should be checked for accessibility and corrected in the original program it was created in. If you only have a PDF version, use Adobe Acrobat Pro DC for an accessibility check on your document and corrections can be made there.

Click on the following links to see directions: Microsoft Accessibility Google

Audio Transcriptions: Audio-only files need transcripts. Click on the following link to see directions: Transcripts

Video Captioning: Video files need captions.

Click on the following link to see directions: Captions

•

Graphics, Charts, Diagrams: Images that are text rich, contain complex graphs or charts, and/or that have paragraphs in them will require more than alt text. Please contact DSPS for help with an accommodation. Click on the following link to see directions: <u>Accessible Images</u>

Effective Online Course Rubric

Instructor Name:					
Course Name:					
Date:					
Course must be 25% complete and ADA compliant in order to be reviewed Not all of these items are required but are examples of effective online practices					
Course Design					
Navigation is clear					
Syllabus					
Orientation to class, "Video Tour" or "Written Tour"					
"Start Here First" learning module Learning modules					
Clear and written objectives in every learning					
module					
Interaction and Collaboration					
Plan for initiating contact prior to beginning of class (Welcome Email)					
Clear standards are set for instructor availability and turn-around time for email/Canvas	;				
message response (Maximum suggested email/Canvas message response time: 48 hours					
weekday and 72 hours on the weekend)					
Students introduce themselves to begin community building					
Instructor introduces themselves to the students					
Effective student-to-student interaction is evident					
Effective student-to-instructor interaction is evident					
Collaboration activities for team building and/or workplace skills					
Multiple communication tools (students to instructor, student to student) Announcements Discussion forums Wikis					

Course message Canvas inbox/email Telephone Virtual conferencing tools	
Regular and constructive feedback on assignments and	
quizzes Instructor presence is clearly demonstrated	
Content/Assessment	
A variety of assessments (formative and summative)	
Standard testing	
Essay/term paper style tests, quizzes, midterms,	
finals Projects	
Authentic assessment (to do, be or know)	
Written work	
Group work	
A variety of Activities	
Written	
Assessments	
Collaborative	
Publisher's content	
Building a learning	
community Peer reviews	
Instructor generated content is developed	
Presentation files (PPTs, Prezi, Sway,	
etc) Text lecture	
Audio lecture	
Video lecture	
Weekly unit wrap up to connect all	
material Voicethreads	
Rubrics, guidelines, samples of "good work" and models for assignmen	ts and activities
Clear instructions for activities	
Clear instructions on how to use communication tools	
How will you (instructor) interact and participate in	
class Turnaround time for assignment feedback	
Assignment guidelines Rubrics	
Model of good work from prior students	
Plan for grading	
LITIGHT TO BEGOING	

How have you organized your course content to facilitate learning in this online/hybrid course? (Use of modules, pages, manageable chunks, sequentially organized in each segment) Where can reviewers find examples in your course?
How do you account for the total number of hours required each week? (Unit hours, plus outside readings and homework)?
Describe your student/student interaction plan. How will you foster a sense of community and engagement in the classroom?
and engagement in the classicom:

Explain what tools and media support you will be using to enhance the delivery of your
online course.
_
How are you going to facilitate student/instructor interaction? (Class announcements, use
Canvas inbox, "Questions for instructor," discussion board forums, etc.)
Congretulations this source has passed the Online Bovious Presses
Congratulations, this course has passed the Online Review Process.
Committee Comments:
☐ This course must come back through the Online Review Process with the following
recommendations incorporated.
Recommendations:
Due Date for next review:

Transforming Sierra for Black Student Success Department Project Resourcing Request Spring/Summer 2022

For the Spring 2022 semester, we are taking the next step in our institutional journey to eliminate equity gaps and transform the college for African American/Black student success. We acknowledge the Black excellence of students and realize that the transformation begins with an interrogation of our practices and the development of actions that create a more welcoming and equitable environment at the college for all students from marginalized communities.

The Instruction Office has funding available for department projects that forward the college's goal of transforming Sierra for Black student success. To receive funding, a project should focus on areas within faculty and department influence and emphasize a growth mindset. While establishing metrics and assessing the outcomes of the project is part of the process, not every project will lead to the hoped-for results. Discovering what isn't effective on the department level is also a valuable part of our institutional learning process.

To request resource funding, please complete the Resourcing Request in consultation with your Interest Area dean. Submits the completed form to your IA dean, who will forward the request to the Instruction Office for consideration. The resource request asks for the following information:

- 1. Project description, including faculty time commitment
- 2. Goals, objectives, and measurable outcomes (i.e., how we will know if the project does what it is intended to do). Please address the following questions:
 - a. What is the proposed impact to transform the college for Black student success?
 - b. What are the specific, measurable goals of this project?
 - c. What data/metrics will be used to evaluate the success of the project?
 - d. What are other goals for the project, including those that might be more difficult to measure with quantitative data? How will these other goals be assessed?
- 3. Project resource needs (e.g., supplies, equipment, facilities request, etc.)
- 4. Describe support needed from the Research Office or other areas at the college (e.g., Curriculum Committee, POD, etc.)
- 5. Project timeline
- 6. Assessment plan (e.g., surveys, data from Research, etc.)

Selection Criteria

Final decisions are made by the Vice President of Instruction in consultation with the Academic Senate President, PEAC leadership, POD/DL Dean, and Research. Selection criteria are as follows:

 Potential for positive impact to transform college for Black student success

- Diversity of departments
- Funding availability

Assessment

- Once projects are approved, departments will be asked to provide baseline data, specific goals, and a plan/timeline to evaluate the project. Some of this information may be in the initial project narrative.
- A final report must be submitted to the Instruction Office within <u>two weeks</u> after project completion. The final report should include
 - o a description of how the goals and objectives have been met and the metrics used to determine this,
 - what worked and what did not,
 - o parts of the project that should be kept,
 - o parts of the project that should be revised or eliminated, and
 - o if this project/intervention is potentially scalable.

Please send your completed Department Project Resourcing Request to your division dean. Resourcing Requests will be accepted through the end of the Spring 2022 semester or until available funds are allocated.

Department Project Resourcing Request

Department:		
Project Contact:		
Date:		

Describe the project	
Describe the anticipated faculty time commitment to complete this project (including the lead faculty and department participants)	
Describe the project's goals, objectives, and measurable outcomes	
Describe the resources this project would require (e.g., supplies, equipment, facilities requests, etc.)	
Describe the support the project would need from other areas of the college (e.g., the Research Office)	
Describe the project timeline	
Describe how the project will be assessed	
Describe any additional project needs	

Transforming Sierra for Black Student Success Department Project Resourcing Request Spring/Summer 2022

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 - o parts of the project that should be revised or eliminated, and
 - if this project/intervention is scalable.

Please upload your Resourcing Request to the BSS Resourcing Request Teams site. Resourcing Requests will be accepted through the end of the Spring 2022 semester or until available funds are allocated.

Department Project Resourcing Request

Department: Art History

Project Contact: Brenna Chapman

Describe the project

Art Appreciation Information

ARHI 101, or Art Appreciation, is a common general education course for non-majors at Sierra College, filling the Arts category for CSUs and UCs. As of the 2021-2022 school year, Art Appreciation was the 11th most popular class on campus, serving 1,058 students a year. There were 24 sections offered (each with a class cap of 40), taught by 9 different instructors (8 of which were part-time instructors). 23 sections were online and 1 section was on-ground. 6 sections were early-start 8-week courses, and 7 sections were late-start 8-week courses. The overall success rate was 79%. For the same time period, the success rate for Black and African-American students was 42%.

Art History Department Interests

In the interest of closing the equity gap for Black and African-American students in a core general education course that is taught almost exclusively by part-time instructors, the Art History Department is proposing a one-year pilot program. This program addresses the challenges of implementation of best practices, the limits of professional development time offered to part-time faculty (especially with teaching 8-week courses), and most importantly, the slowly moving needle on Black and African-American student success data despite multiple years of more informal inquiry and training by the department.

The Program

Art Appreciation faculty who participate will agree to, for the entile length distinction of the entile length distinction of the entile length distinction.

- 2. Adhere to common late work, attendance, and grading policies
- Use common summative assessments created by the group
- 4. Use weekly check-ins with students as an assignment
- 5. Submit all Sierra Connect Surveys

6. Provide actionable formative feedback to students before they complete summative assessments 7. Open their classes and class materials to peer review 8. Complete peer reviews of colleagues' classes 9. Complete two CORA trainings: a. Black Minds Matter b. Racial Microaggressions c. Black Ally Program "Dismantling Anti-Blackness on Your Campus" d. Course Design for Racial Equity e. Supporting Men of Color in the Community College 10. Attend community of practice meetings **Best Practices to Be Implemented** The core best practices being used in this pilot are: Equitable classroom policies – late work, attendance, and grading policies Backwards-designed summative assessments with structured and supported formative student learning and student feedback Normalized grading policies and student learning outcome assessments Building student rapport Intrusive communication Instructor education on historical racism in the United States, Black excellence, microaggressions, and personal bias Department part-time faculty would be expected to spend 75 Describe the anticipated faculty hours over a 12-month period. (30 hours summer 23, 30 hours time commitment to complete this project (including the lead fall 23, 15 hours spring 23). faculty and department participants) This is designed from the beginning as a program just for parttime faculty. The facilitator of the group would be an equity partner. This program hopes to test the efficacy of core best practices as Describe the project's goals, taught by most equitable instruction trainings, provide data to objectives, and measurable support the implementation of these practices if effective, and outcomes to reduce and/or eliminate equity gaps for Black and African-American students in Art Appreciation courses on campus. It

practices for student equity.

also hopes to highlight and address the major issues facing parttime faculty in the implementation and integration of best

Describe the resources this project would require (e.g., supplies, equipment, facilities requests, etc.)	Besides meeting spaces, no other resources required.	
Describe the support the project would need from other areas of the college (e.g., the Research Office)	We will need the support of the Research office in disaggregating data at various points and in different ways. (course level disaggregated data, instructor level disaggregated data, assignment level disaggregated data).	
	An equity partner would also be needed to facilitate the program.	
Describe the project timeline	The group will begin meeting in June 2023 and meet through May 2024.	
	Pilot Program Proposed Schedule	
	Summer 2023 –	
	(30 hours) Meet to:	
	- Share data and materials	
	- Create common understanding of the needs of the	
	specific population of Black and African-American students	
	- Create common classroom policies	
	- Collaborate creation of common summative	
	assessments, rubrics	
	- Define equitable, formative feedback framework	
	Fall 2023 –	
	(30 hours) Implement classroom policies, assessments, assignments, and feedback in all sections of Art Appreciate they teach at Sierra College.	
	First month of semester: - Community of practice: continue exploration of the	
	historical and current forms of oppression faced by Black	
	and African American students.	
	Second month of semester:	
	- Meet to normalize summative assessment	
	grading/analyze results o blind grading to ensure criteria implemented the	
	same	
	 After grading complete, look at disaggregated data for the assignment (from research) 	

- Complete peer observations, meet with peer

Third month of semester:

- Meet to normalize final summative assessment grading/ analyze results
 - blind grading to ensure criteria implemented the same
 - After grading complete, look at disaggregated data for the assignment (from research)

End of semester:

 Meet once to do a semester post-mortem. How did it go, what changes might need to be made?

Spring 2024 -

(15 hours)

Continue with common policies, assessments, assignments, and feedback practices with modifications identified in Fall 2023. Pre-semester meeting:

Look at Fall 2023 data. Can any conclusions be drawn?
 Design any identified changes

First month of class:

- Meet twice for community of practice

Second month of class:

Peer Review one class

End of Semester:

 Collect and analyze data from the two semesters of the pilot. Compare success rates of in and out of pilot groups. Analyze results. Complete self-assessment.

Summer 2024

Post-pilot summer work by program lead only (4 hours)
Analyze results, draw conclusions, and create report of best practices, data, and conclusions to share with district, equity partners, and any other campus interested partners.

Describe how the project will be assessed

We will assess disaggregated data on a course, instructor, and assignment level. We will be looking for movement of equity gaps in instructor's classes as compared to previous data, as well as comparing the data of instructors in the pilot and those who are not in the pilot. We will also be deploying surveys to students to collect qualitative data as well.

Describe any additional project needs	In the case that part-time faculty may choose to teach one less class for a semester to focus on this pilot, we ask that those faculty may do so without impacting their pattern for one semester (Fall 23).

From: <u>D"Errico, Megan</u>

Macfarlane, Michelle; Lehr, Randy

Cc: <u>Lucyga, Susan</u>; <u>Bocchicchio, Rebecca</u>; <u>Cartwright, Rikki</u>

Subject: FW: Humanizing Online STEM: We have good news to share with our Seed partners!

 Date:
 Thursday, May 26, 2022 3:22:37 PM

 Attachments:
 22 HOS Logo Primary Red (5).png

Announcement: We are a seed partner with the Learning Lab (<u>press release</u> and our <u>Humanizing Online STEM</u> project site), kicking off this Sept 2022.

Thank you, Michelle for connecting me to this opportunity for STEM Sierra faculty!

Megan D'Errico, Ph.D., MAT

(she/her/hers)

Associate Dean of Sciences and Mathematics

(916) 660-7902

https://cccconfer.zoom.us/my/mderrico

mderrico@sierracollege.edu

From: Michelle Pacansky-Brock <pacanskybrockmichelle@fhda.edu>

Sent: Thursday, May 26, 2022 2:23 PM

To: D'Errico, Megan <mderrico@sierracollege.edu>; wakimsu@butte.edu; Brianna Brown <brianna.brown@gcccd.edu>; Dave Dillon <Dave.Dillon@gcccd.edu>; Katie Palacios <kpalacio@sdccd.edu>; Kamelia Algiers <KAlgiers@vcccd.edu>; Bryan D. Berrett <bryanberrett@csufresno.edu>; Scott, Whitney <whitney.scott@csun.edu>

Cc: Di Xu <dix3@uci.edu>; Michael Smedshammer <smedshammerm@yosemite.edu> **Subject:** Humanizing Online STEM: We have good news to share with our Seed partners!

CAUTION: This email has originated from outside of the organization.

DO NOT click on links and attachments unless you recognize the sender.

Hi there. The California Education Learning Lab has announced the recipients of their Scaling Success grant and ... the Humanizing Online STEM project was selected! Our project was awarded the full grant amount of \$700,000. Your "seed partner" letter of support was a key factor in our proposal's success and, once again, we thank you.

What do we need from you now?

• To kick the project off in the Fall, we are inviting 1-2 faculty support specialists from each Seed partner institution to participate in a special train-the-trainer cohort of the Humanizing Online STEM Academy from September 12 - October 23, 2022. This will be an online, asynchronous course that will require about 10 hours per week. **Please share this information with your faculty support specialist(s) and ask them to put it on their fall calendar.** Participants will receive an \$1,800 stipend upon successful completion of the Academy. A sign up form and additional information will be provided soon.

- Effective communication with our Seed partners is essential for the two-year grant period. If you are not the person who will be the key communication contact for your institution, please reply to me with the name and email of the correct communication contact.
- Spread the good news! Your institution is part of an important and groundbreaking
 equity project. Please spread the news about the project to your institutional
 leadership and STEM faculty who you may have already spoken with about the
 project. Here is the Learning Lab press release and our <u>Humanizing Online STEM</u> project
 site, which we encourage you to share to generate excitement and interest.

What happens next?

- In the coming weeks, the grant team, led by myself and my co-PI, Di Xu, of UC Irvine, will be making some important planning decisions about our project, including the dates of additional upcoming Humanizing Online STEM Academies. We will need your help spreading this information to your STEM faculty colleagues.
- You will receive another update from me in June with additional information. As always, if you have questions or need additional information, please don't hesitate to contact me.

Sincerely,

Michelle Pacansky-Brock, Ed.D. Lead PI, Scaling Humanized Online STEM Teaching



https://www.sierracollege.edu/student-services/support-programs/black-and-african-american-support-and-resources/#thevillage

Learning Community Classes

The Umoja program provides specialized learning programs designed to help students gain a solid foundation to succeed in college.

Fall Semester

Department	Course	Units	Title
Personal Development	PDEV 1	3	College and Life Success
English	ENGL 1A	4	College Reading, Writing and Research
Skill Development	SKDV 10	1	How to Be a Successful Online Student
Ethnic Studies	ETHN 20	3	Introduction to African American Studies

Fall Semester Umoja Classes

Spring Semester

Department Course		Units	Title	
Personal Development	PDEV 6	3	Career Planning	
English	ENGL 1B	3	Critical Thinking: Writing About Literature	
English	ENGL 1C	3	Critical Thinking: Writing Across Curriculum	
Ethnic Studies	ETHN 50	3	Ethnic Images in Film	
Sociology	SOC 3	3	Race, Ethnicity and Inequality	

Spring Semester Umoja Classes

PROGRAM REVIEW

BIOLOGICAL SCIENCES

Sierra College - Office of Planning and Research September 14, 2022

Program Review is the basic unit of planning at Sierra College. It is an opportunity and commitment for each department to review its curriculum, evaluate student learning and progress, and ensure alignment to Sierra College's primary goals of increasing student completion while closing equity and achievement gaps.

How to use this document

This document is intended to give your department information that will stimulate discussion about your program—what is going well, what needs attention, and what areas for improvement your department would like to focus on in the coming program review cycle.

Based on the data and other feedback, including from your PR coach, each department will respond differently to the discussion questions—you may go very in depth in some areas and spend far less time on others.

This is a working document for your department; while your responses to the various questions should be captured as part of the record, they are not part of the formal program review submission.

STUDENTS AND ENROLLMENTS

At our core, Sierra College seeks to empower students in their educational journey. To do this we need to have a clear understanding of who our students are. This section will provide some basic demographic information about students enrolling your courses or majoring in your program and how that compares to the college as a whole.

1.1 DEMOGRAPHICS

Below are demographic comparisons for (a) Sierra's students overall, (b) students taking any Biological Sciences courses regardless of major, and (c) major students within the program.

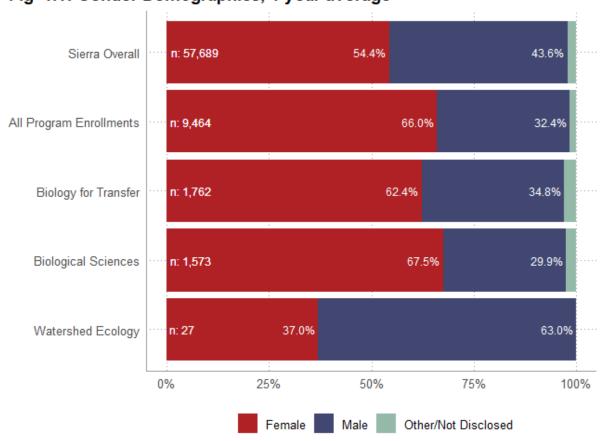


Fig 1.1: Gender Demographics, 4-year average

Gender: Compared to Sierra as a whole, female students are more likely to enroll in Biological Sciences courses. Overall in the program, female majors are overrepresented making up 64.7% of 3,151 majors in the past four years.

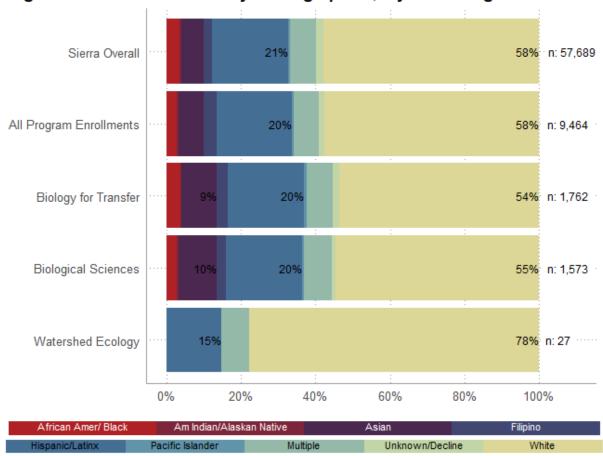


Fig 1.2: Race and/or Ethnicity Demographics, 4-year average

Race and Ethnicity: Compared to Sierra as a whole, African American and Black students are more likely to enroll in Biological Sciences courses. Overall in the program, African American and Black majors are underrepresented making up 3.2% of 3,148 majors enrolled in the past four years. The number of African American and Black majors has been decreased in recent years.

Native students are more likely to enroll in Biological Sciences courses. Overall, Native majors are underrepresented (0.4%). The number of Native majors has been decreased. Pacific Islander students are more likely to enroll in Biological Sciences courses. Pacific Islander majors are overrepresented (0.6%). The number of Pacific Islander majors has been decreased in recent years.

10% 6.6% 8% 5.6% 4.9% 3.8% 3.2% 5% 2.0% 2.1% 2% 0.8% 0.8% 0.6% 0% **DSPS** Foster Youth **LGBT** Veteran All Program Enrollments Sierra Overall Program Majors

Fig 1.3: Special Pops Demographics

1.1 Discussion

- 1. Compared to the college as a whole, are your enrolled and major students' representative of the student body?
- 2. Compared to the college as a whole, who is "over-represented" in your students? Who is missing?

1.2 DEPARTMENT ENROLLMENTS

Biological Sciences majors make up 13.6% of the total enrollments within the program. The most common majors taking Biological Sciences classes are Allied Health - Pre-Nursing (5,034 enrollments), Biological Sciences (1,100), and Biology for Transfer (1,051).

Figure 1.4 shows the proportion of majors to non-majors in each class. Non-majors includes both students taking classes in your department for GE requirements or because they are required for their own major.

Fig 1.4: Proportion of Major/Non-Majors by Course, 4-Year Average n:425 75:1 **BIOL 0003 BIOL 0002** n:426 74:41 BIOL 0001 n:699 58.4 BIOL 0016A n:149 37.6 BIOL 0016Z n:92 33.7 **BIOL 0036** n:74 29.71 **BIOL 0035** n:93 25.81 **BIOL 0033** n:364 23.6 n:92 BIOL 0015 18.5 **BIOL 0014** n:178 11:81 BIOL 0021 n:93 10:81 **BIOL 0004** n:1,602 8.3% **BIOL 0005** n:3,545 7:2% **BIOL 0010** n:1,838 6.2% n:2,179 **BIOL 0006** 6.1% n:1,127 **BIOL 0055** 5.2% n:175 BIOL 0007A 4.6% n:306 BIOL 0005X 3.9% n:1,376 BIOL 0011 2.5% n:93 BIOL 0007B 2.2% n:487 **BIOL 0056** 2.1% n:248 BIOL 0056L 0.8% 0% 25% 50% 75% 100% Major Student Enrollment

Figures 1.5, 1.6, and 1.7 show all students enrolled in department courses during the 2021-22 year. Enrollments are tracked at four points: The first day of class, census, the end of term (EOT) and the number of successful student at end of term (Success).

During the 2021-22 academic year, Sierra overall saw a drop from 100% on Day 1 to 73% by census and 63% by the end of the term (EOT).

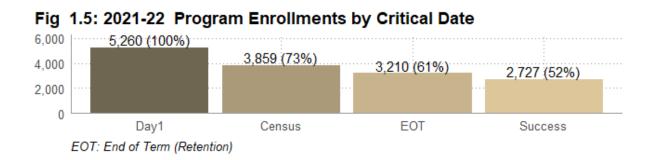
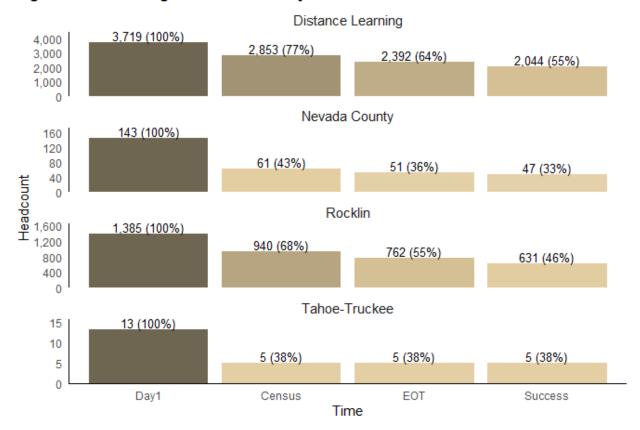


Fig 1.6: 2021-22 Program Enrollments by Location



Online 4,000 3,000 2,000 1,000 3,691 (100%) 2,827 (77%) 2,369 (64%) 2,022 (55%) Hybrid (online and classroom) 1,500 1,269 (100%) 1,000 859 (68%) 683 (54%) 556 (44%) 500 Classroom Headcount 200 150 100 50 0 174 (100%) 110 (63%) 101 (58%) 96 (55%) Field Studies 47 (100%) 37 (79%) 34 (72%) 31 (66%) College Career Access Pathways 28 (100%) 30 26 (93%) 23 (82%) 22 (79%) 20 10 0 Census EOT Success Day1 Time

Fig 1.7: 2021-22 Program Enrollments by Instruction Method

1.2 Discussion

- 1. Looking at Figure 1.4, which of your classes serve primarily majors and which non-majors? Anything surprising there?
- 2. In viewing the different enrollment trends in Figures 1.5, 1.6 and 1.7, does your department have areas of concern or interest? Are students disproportionately withdrawing/dropping at certain critical dates? Are there notable differences between campuses or modalities?
- 3. Are there any areas in this enrollment section into which you'd like a deeper dive?

2 STUDENT SUCCESS

2.1 COURSE SUCCESS, ALL ENROLLED STUDENTS

All counts and averages in this section are four-year averages and counts in Biological Sciences. The department average over the past four years was 73%.

Table 2.1: Departmental Success by Year

2018-19	2019-20	2020-21	2021-22
73.9%	73.9%	73.3%	70.7%

Figure 2.1 below shows course averages and enrollment counts over the past four years.

Fig 2.1: Course Success, Four-Year Average and Counts

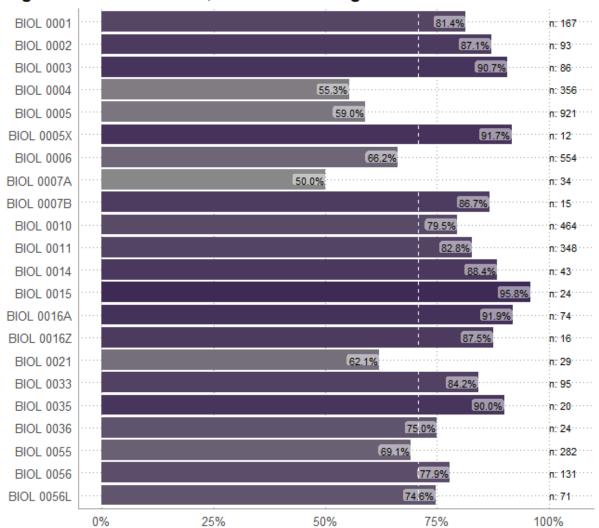
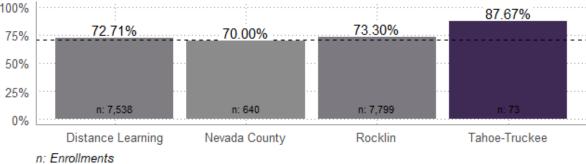


Fig 2.2: Course Success by Location

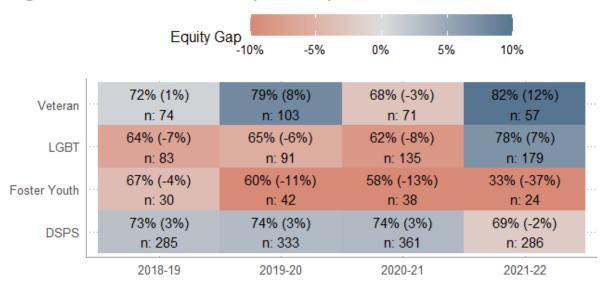


Equity Gaps: Disproportionate impact (DI) occurs when a subset of students based on student characteristic such as age, race, and gender are unjustifiably experiencing lower outcomes compared to the total student population. The Chancellor's Office considers the percentage point gap (PPG) methodology to be the simplest way to determine inequities in outcomes between student populations. Their formula compares the success rate for a subgroup, i.e. gender or race/ethnicity, to the percentage for all students who enrolled in the program. The result is an equity gap.

Subgroups with equity gaps greater than 3% should be considered DI and worthy of further investigation. The threshold for DI widens for smaller subgroups: Pay special attention to subgroups with fewer than 100 students and an equity gap greater than 10% behind.

Use Figure 2.3 to determine if there were any equity gaps in your special populations.

Fig 2.3: Course Success for Special Populations



Use Figures 2.4 and 2.5 to determine if there are any equity gaps by gender.



Fig 2.4: Course Success by Gender

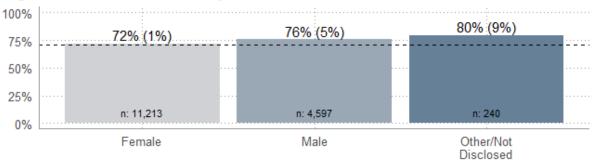
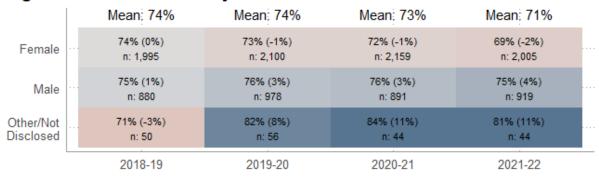
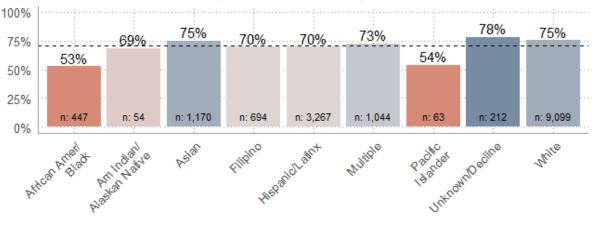


Fig 2.5: Course Success by Academic Year: Gender



Use Figures 2.6 and 2.7 to determine if there are any equity gaps by race or ethnicity.

Fig 2.6: Course Success by Race or Ethnicity



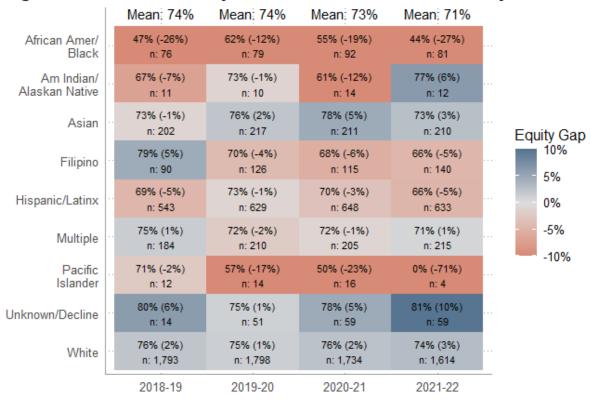


Fig 2.7: Course Success by Academic Year: Race or Ethnicity

2.1 Discussion

- 1. Viewing the different course success rates for all enrolled students by demographic, location, and delivery method, does your department have areas of interest? Which students are doing well?
- 2. Reflecting back on the past couple of years, what some tools or ideas your department has implemented to close equity gaps? Does this data reveal any equity gaps? Are there any areas in this section into which you'd like a deeper dive?
- 3. Looking back on Figure 2.1, are there specific courses that stand out as having either higher or lower success rates? What more would you like to find out about these classes?
- 4. [CTE] Discuss how the program plans to improve CTE student progress and outcomes.

Table 2.2: Headcount of Active Majors by Academic Year

Major	2018-19	2019-20	2020-21	2021-22
Biology for Transfer	653	741	676	617
Biological Sciences	695	694	527	384
Watershed Ecology	12	14	11	7
Total	1,360	1,449	1,214	1,008

This document makes an intentional distinction between enrolled students and major students. In this section, you will see success rates for major students and their major courses both in and outside of your own department. Each department should take a sense of ownership over their own major students, including major success and trends in coursework outside of the department.

Programs that primarily serve their own majors, like Business or Engineering, may see some overlapping trends between the previous sections covering enrolled student success and this section covering major student success.

Enrolled Students: Students taking any Biological Sciences courses, regardless of major

Major Students: Students declared as Biological Sciences majors

Cohort: A group of first-time students enrolled in the same academic year, i.e. the 2021-22 cohort

Major Student Persistence

Student persistence is the proportion of students who continued from one term to another. In Table 2.2, we're tracking how many Biological Sciences majors re-enrolled in any coursework into their second Fall term by cohort.

Table 2.3: Major Students: First-to-Second Fall Persistence, Cohort Headcount by **Academic Year**

Cohort	2018-19	2019-20	2020-21	2021-22
Proportion	29.8%	25.3%	28.2%	25.5%
Headcount	594	445	393	269

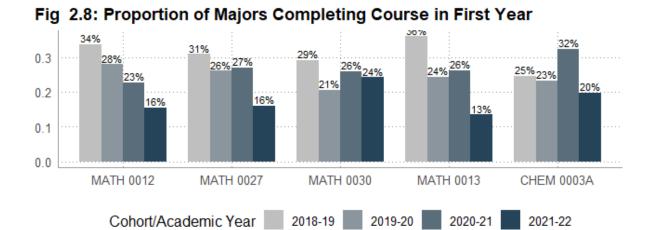
Major Student First-Year Course Completion

This table shows the overall count and percentage of majors who completed at least one major course during their first year. The course may not necessarily be in the department.

Table 2.4: Major Students: Proportion Taking First-Year Coursework, Cohort Headcount by Academic Year

Cohort	2018-19	2019-20	2020-21	2021-22
Proportion	58.4%	57.1%	62.3%	62.8%
Headcount	594	445	393	269

Figure 2.8 below details the proportion of major students taking common major coursework in their first year. The courses shown are five of the more popular courses completed by majors during their time at Sierra. Each course shows the proportion of majors (by cohort) that complete the course in their first year.



Figures 2.9 and 2.10 look at what courses students frequently take in their first year.

Fig 2.9: Most Frequent Major Courses Taken in First Year

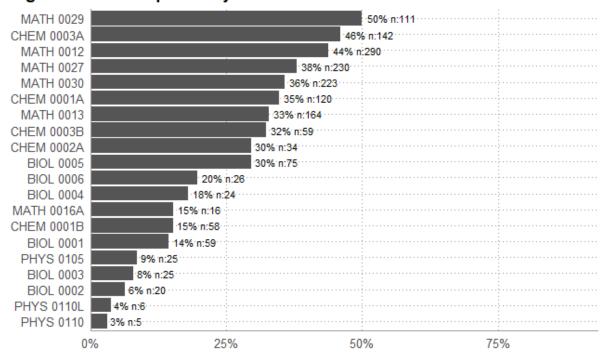
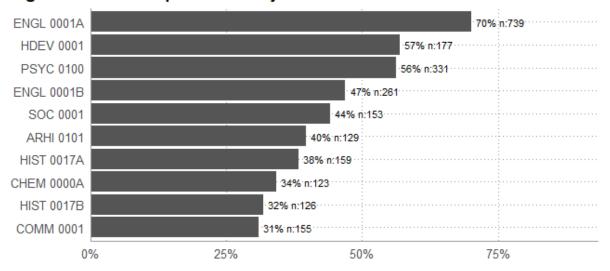


Fig 2.10: Most Frequent Non-Major Courses Taken in First Year



Course Success: Major Student Enrollments in Major Coursework

Majors are often required to take coursework outside of the Biological Sciences department. Below are success metrics for major-required coursework both in and outside of the program.

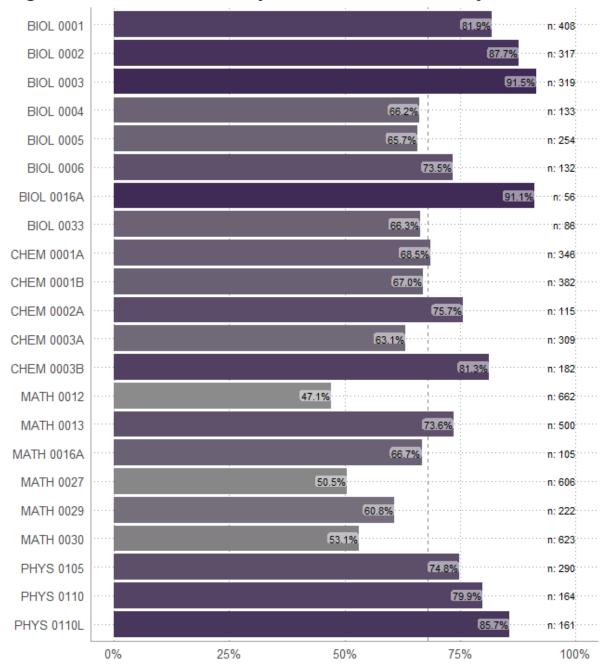
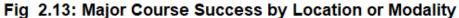


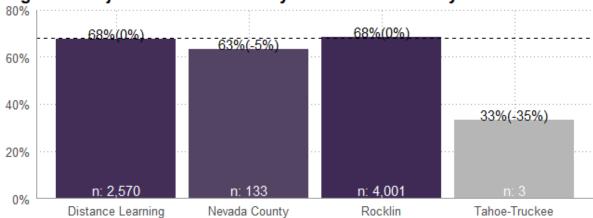
Fig 2.11: Student Success: Major Students Enrolled in Major Courses

TODO: Fix label coloring

BIOL 76% (n: 332) 79% (n: 318) 80% (n: 258) CHEM 73% (n: 271) 71% (n: 293) 68% (n: 202) 64% (n: 277) MATH 53% (n: 509) 55% (n: 559) 59% (n: 545) 58% (n: 436) **PHYS** 77% (n: 104) 71% (n: 102) 2018-19 2019-20 2020-21 2021-22

Fig 2.12: Student Success: Major Students in Major Courses by Subject





Equity Gaps: Major Student Enrollments in Major Coursework

TODO: Special Pops by Subj (check enrollment counts)

Fig 2.14: Major Course Success by Special Pops

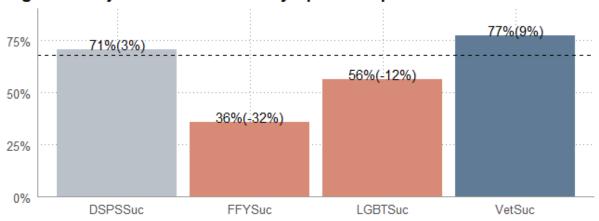


Fig 2.15: Student Success: Major Students in Major Courses by Subject, Gender

	Mean: 80%	Mean: 69%	Mean 56%	Mean 78%
Female	79% (-1%)	67% (-2%)	54% (-2%)	75% (-3%)
	n: 633	n: 523	n: 973	n: 175
Male	82% (2%)	73% (3%)	59% (3%)	82% (4%)
	n: 331	n: 289	n: 527	n: 130
Other/Not	87% (6%)	77% (8%)	64% (8%)	74% (-4%)
Disclosed	n: 29	n: 13	n: 35	n: 7
	BIOL	CHEM	MATH	PHYS

Fig 2.16: Student Success: Major Students in Major Courses by Subject, Ethnicity

	Mean: 78%	Mean: 56%	Mean: 69%	Mean: 80%	
African Amer/ Black	 71% (-6%) n:5	47% (-10%) n:50	56% (-14%) n:17	67% (-14%) n:28	
Am Indian/ Alaskan Native	 100% (22%) n:2	67% (10%) n:5	67% (-3%) n:2	75% (-5%) n:4	
Asian	 78% (0%) n:41	60% (4%) n:153	75% (5%) n:83	82% (2%) n:108	
Filipino	 89% (11%) n:17	69% (13%) n:46	77% (8%) n:30	87% (7%) n:36	
Hispanic/Latinx	 73% (-5%) n:60	45% (-11%) n:309	63% (-7%) n:152	78% (-2%) n:157	
Multiple	 79% (1%) n:18	62% (5%) n:127	68% (-1%) n:61	84% (3%) n:62	
Pacific Islander	 100% (22%) n:1	43% (-13%) n:12	50% (-19%) n:2	40% (-40%) n:3	
Unknown/Decline	 78% (0%) n:4	64% (8%) n:24	65% (-4%) n:11	83% (3%) n:11	
White	 78% (0%) n:164	59% (3%) n:809	70% (1%) n:465	81% (0%) n:584	
	PHYS	MATH	CHEM	BIOL	

2.2 Discussion

- 1. Using Figures 2.9 and 2.10, what are some of the more common courses taken by major students? Are students taking more major coursework or general education (non-major) in their first year? Are they well balanced?
- 2. Viewing the different course success rates by demographic, location, and delivery method, does your department have areas of interest? What did you find interesting?

2.3 NON-MAJOR SUCCESS

The charts in Sections 1.2 Department Enrollments and 2.1 Course Success, All Enrolled Students will help you identify which classes are primarily taken by non-majors — either students who need the class for another major or who are taking the class to fulfill a GE requirement — and how well they are doing in those classes.

2.3 Discussion

Please use your knowledge of the curriculum to distinguish between classes that are required for students in other majors and classes that are taken primarily by GE students.

- 1. Considering the data above, counselor feedback, and your knowledge of the curriculum, how does your department support other majors?
- 2. What courses are students taking because they are required/options for majors in other programs? How are students from these majors doing in your courses?
- 3. Which other departments would you like to engage with to discuss how their students are doing in your classes?
- 4. Which courses serve GE students? How are those students doing?
- 5. Considering all the data above, does your program primarily serve majors, non-majors, or both? What implications does this have for how you think about your curriculum?
- 6. Does the discussion above suggest that there are any areas where changes to curriculum could help your department better support non-majors?

2.4 PROGRAM COMPLETION

The Biological Sciences department recently offered and awarded the following degrees and certificates.

Table 2.5: Degrees and Certificates, Per Year (Comprehensive)

Degree	Major	2018-19	2019-20	2020-21	2021-22	Total
AA/AS	Biological Sciences	76	122	77	62	337
AS-T	Biology for Transfer	21	28	26	28	103
AA/AS	Watershed Ecology	3	1	1	0	5
CERT: CoA	Watershed Ecology	1	1	0	0	2
Total	-	101	152	104	90	447

The table below shows the average number of units for a student at the time of earning their award. Note: Awards with zero units didn't have any students complete an award that year.

Table 2.6: Units at Degree/Certificate Completion

Degree	Major	2018-19	2019-20	2020-21	2021-22
AA/AS	Biological Sciences	76.3	76.9	80.4	76.9
AA/AS	Watershed Ecology	85.5	0.0	37.2	0.0
AS-T	Biology for Transfer	81.4	83.2	80.0	91.5

Table 2.7 (below) is a headcount of the declared majors earning degrees in your department during the past four years.

Table 2.7: Majors Earning Department Degree, 4 years

Declared Major	Award Count
Allied Health - Pre-Nursing	140
Biological Sciences	105
Biology for Transfer	89
Registered Nursing	26
Environ Studies_Sustain	14
Natural Science	12
Health Science	5
Allied Health - General Option	4
Psychology for Transfer	4
Watershed Ecology	3

Table 2.8 takes a look at what awards majors in your department are earning.

Table 2.8: Top 10 Degrees Earned by Actively Declared Biological Sciences Majors

MAJOR_DESC	2018-19	2019-20	2020-21	2021-22	Total
Biological Sciences	76	122	77	59	334
Biology for Transfer	21	28	26	27	102
Watershed Ecology	4	1	1	0	6
Total	101	151	104	86	442

Comparing those with the number of majors and the degrees awarded by major, please discuss how the degrees and certificates are aligned to university programs, industry demand, or other Sierra College priorities. Award data was provided in the previous section.

2.4 Discussion

1. Comparing those with the number of majors and the degrees awarded by major, please discuss how the degrees and certificates are aligned to university programs, industry demand, or other Sierra College priorities. Award data was provided in the previous section.

2.5 WORKFORCE LIVING WAGE JOBS

TODO: CTEOS Responses

All CTE programs are required to report out on as part of our Perkins and Strong Workforce funding documents include the following: student performance data, program quality, labor market needs, educator **development and special populations' access to programs.**

Additionally, each year all CTE programs must address these categories and criteria:

Size: Parameters/resources that affect whether the program can adequately address student-learning outcomes.

Scope: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.

Quality: A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for in-demand occupations.

- 1. High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
- 2. High-wage: High-wage is anything that is above the median wage for all occupations
- 3. In-demand: Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

4. [CTE] Describe how the program ensures relevancy to both students and business/industry as reflected in labor market data.

2.5 Discussion

Skip this section if your department doesn't have labor market information.

- 1. Does the labor market data show that there are regional living wage jobs for each of your degrees or certificates? If not, what are the other reasons for continuing to offer the awards?
- 2. As far as available data indicates, are your graduates able to find living wage jobs related to their degrees or certificates? If not, in what areas are they finding employment?
- 3. Based on labor market data, advisory input, and current discipline standards, how you have kept your offerings up to date to address changes in the field.?

2.6 COUNSELING FEEDBACK

[Survey responses and other feedback will be added here]

Section 2 Reflection - Student Success

In the student section above, you reviewed a lot of data and responded to a variety of questions. Please use this space to summarize your observations or findings. You'll have an opportunity later to recommend changes or define specific actions your department would like to take.

2.6.1 FOCUSING DISCUSSION: SECTIONS 1 & 2

In the first two sections, you looked at key metrics involving student demographics, enrollments, progress, and success. It's likely that the data confirmed some of your existing ideas about your program's strengths and areas for growth—and also that there were some surprises. The following questions are intended to help you focus on several key areas as you move into looking at your curriculum and scheduling, program assessment, departmental professional development, and resourcing. Keeping in mind Sierra's two primary goals of increasing student success and closing equity gaps, please answer the following questions:

- 1. What was the biggest surprise in the data?
- 2. In what areas is your department already doing a good job of supporting student success and equity?
- 3. What are three areas of concern that you would like to focus on as you complete the program review?

CURRICULUM, ACADEMIC MAPS, & SCHEDULING

3.1 CURRICULUM CURRENCY REVIEW

Add number of classes that are current/between 1-3 years behind/3+ years behind

3.1 Discussion

1. **Considering the information provided, comment on the program's progress on** curriculum currency. Is the department on track to meet accreditation standards?

3.2 COURSE SEQUENCING AND ACADEMIC MAPS

Increasing course success eventually leads to program and degree success, but all of this is predicated on providing students with accurate information about the appropriate preparation needed to succeed in courses. Prerequisites, corequisites and advisories are one method used to provide this information.

Given the impact that prerequisites, corequisites and advisories can have on a student's ability to pursue a course of study, the establishment of the same must be implemented with careful consideration of both student access and student success.

Guidelines for Title 5 Regulations Section 55003: https://www.ccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

Academic Map: https://academics.sierracollege.edu/business

The Research Office has seen improved persistence and a higher likelihood of award-earning in students who take the recommended coursework outlined in their academic plan.

Catalog, Degrees and Certificates:

https://catalog.sierracollege.edu/departments/business/#degreescertificatestext

3.2 Discussion

- 1. Do any of your courses have prerequisites, corequisites, or advisories? Based on input from counseling, the Articulation Office, advisory committees, the Research office, or other sources where do these requirements improve student success? Are there indications that any requirements are creating barriers for student success?
- 2. **Are the department's academic maps up-to-date? Are your PSLO's up-to-date?**
- 3. Based on the discussion above, are there any changes to course sequencing or your program's academic maps that you'd like to consider?

3.3 COURSE OFFERINGS

This section details all courses offered in the department. Table 3.1 can be used to determine trends in the number of sections by course.

Table 3.1: Number of Sections by Course

Course	2018-19	2019-20	2020-21	2021-22
BIOL 0001	6	7	8	9
BIOL 0002	4	4	5	4
BIOL 0003	4	4	6	5
BIOL 0004	18	19	19	16
BIOL 0005	33	35	39	43
BIOL 0005X	7	8	0	1
BIOL 0006	23	28	26	30
BIOL 0007A	2	2	2	2
BIOL 0007B	1	1	1	1
BIOL 0008A	1	1	1	0
BIOL 0008B	1	1	1	0
BIOL 0010	12	17	18	18
BIOL 0011	13	15	14	15
BIOL 0014	4	4	4	5
BIOL 0015	1	1	1	1
BIOL 0016A	1	0	3	4
BIOL 0016B	1	1	1	0
BIOL 0016C	1	0	0	0
BIOL 0016D	1	0	0	0
BIOL 0016E	1	1	0	0
BIOL 0016G	1	1	0	0
BIOL 0016I	0	1	0	0
BIOL 0016K	1	0	0	0
BIOL 0016L	1	0	0	0
BIOL 0016T	0	1	0	0
BIOL 0016Z	0	1	4	1
BIOL 0017B	1	0	0	0
BIOL 0021	3	5	9	9
BIOL 0023	1	1	0	0

Course	2018-19	2019-20	2020-21	2021-22
BIOL 0024	1	1	0	0
BIOL 0033	4	4	3	4
BIOL 0035	1	1	1	1
BIOL 0036	1	1	0	1
BIOL 0055	11	12	15	14
BIOL 0056	4	6	5	7
BIOL 0056L	2	3	3	5

Table 3.2 shows the total number of sections offered by campus over the past four years.

Table 3.2: Course Section Offerings by Campus, 4-Year Totals

Course	Distance Learning	Rocklin	Nevada County	Tahoe-Truckee
BIOL 0001	8	9	0	0
BIOL 0002	5	4	0	0
BIOL 0003	6	5	0	0
BIOL 0004	19	17	2	0
BIOL 0005	47	33	4	0
BIOL 0005X	0	9	2	0
BIOL 0006	28	29	2	0
BIOL 0007A	2	2	0	0
BIOL 0007B	1	1	0	0
BIOL 0008A	1	1	0	0
BIOL 0008B	1	2	0	0
BIOL 0010	19	7	1	0
BIOL 0011	17	12	2	1
BIOL 0014	4	4	0	1
BIOL 0015	1	1	0	0
BIOL 0016A	5	3	0	0
BIOL 0016B	1	1	1	0
BIOL 0016C	0	1	0	0
BIOL 0016D	0	1	0	0
BIOL 0016E	0	1	0	0
BIOL 0016G	0	1	0	0
BIOL 0016I	0	1	0	0

Course	Distance Learning	Rocklin	Nevada County	Tahoe-Truckee
BIOL 0016K	0	1	0	0
BIOL 0016L	0	1	0	0
BIOL 0016T	0	1	0	0
BIOL 0016Z	4	1	1	0
BIOL 0017B	0	1	0	0
BIOL 0021	11	9	0	0
BIOL 0023	0	2	0	0
BIOL 0024	0	1	0	0
BIOL 0033	4	4	0	0
BIOL 0035	1	1	0	0
BIOL 0036	1	0	0	0
BIOL 0055	16	10	5	0
BIOL 0056	8	3	0	0
BIOL 0056L	6	3	0	0

Course Demand and Unmet Section Need

Unmet need compares the number of seats available to the number of students who plan to take the course in the same period. **Demand** is the extra number of seats needed to accommodate all students who plan to take the course. Negative **Demand** means there are more seats than students. Positive **Demand** mean there are more students than seats available.

Table 3.3: Course Demand [Simulated Demand for Presentation]

		2018-19		2019-20		2020-21		2021-22
Course	Seats	Demand	Seats	Demand	Seats	Demand	Seats	Demand
BIOL 0001	180	4	210	5	240	6	270	6
BIOL 0002	120	-6	120	-6	150	-8	120	-6
BIOL 0003	120	11	120	11	180	17	150	14
BIOL 0004	540	33	570	34	570	34	480	29
BIOL 0005	990	162	1,050	172	1,170	192	1,290	211
BIOL 0005X	210	15	240	17	0	0	30	3
BIOL 0006	690	-88	840	-107	780	-99	900	-115
BIOL 0007A	60	-1	60	-1	60	-1	60	-1
BIOL 0007B	30	6	30	6	30	6	30	6
BIOL 0008A	30	6	30	6	30	6	0	0
BIOL 0008B	30	2	30	2	30	2	0	0

		2018-19		2019-20		2020-21		2021-22
Course	Seats	Demand	Seats	Demand	Seats	Demand	Seats	Demand
BIOL 0010	360	1	510	1	540	1	540	1
BIOL 0011	390	15	450	18	420	17	450	18
BIOL 0014	120	0	120	0	120	0	150	0
BIOL 0015	30	1	30	1	30	1	30	1
BIOL 0016A	30	1	0	0	90	2	120	3
BIOL 0016B	30	4	30	4	30	4	0	0
BIOL 0016C	30	0	0	0	0	0	0	0
BIOL 0016D	30	0	0	0	0	0	0	0
BIOL 0016E	30	0	30	0	0	0	0	0
BIOL 0016G	30	5	30	5	0	0	0	0
BIOL 0016I	0	0	30	1	0	0	0	0
BIOL 0016K	30	4	0	0	0	0	0	0
BIOL 0016L	30	4	0	0	0	0	0	0
BIOL 0016T	0	0	30	2	0	0	0	0
BIOL 0016Z	0	0	30	0	120	-3	30	0
BIOL 0017B	30	4	0	0	0	0	0	0
BIOL 0021	90	9	150	14	270	25	270	25
BIOL 0023	30	-2	30	-2	0	0	0	0
BIOL 0024	30	4	30	4	0	0	0	0
BIOL 0033	120	2	120	2	90	2	120	2
BIOL 0035	30	4	30	4	30	4	30	4
BIOL 0036	30	-2	30	-2	0	0	30	-2
BIOL 0055	330	-48	360	-53	450	-66	420	-62
BIOL 0056	120	11	180	16	150	13	210	19
BIOL 0056L	60	-2	90	-3	90	-3	150	-6

3.3 Discussion

- 1. What trends are you seeing in terms of number of sections of a course offered, either overall or by location/modality? Any thoughts about what might be behind these trends? Based on how often they are offered, are any courses potential candidates for archiving?
- 2. How does the number of available seats compare to the number of students who need to enroll? Are there any bottlenecks or roadblocks for students trying to take these courses? Are any of these bottleneck courses prerequisites for other courses? How are these courses impacting students from progressing within through the program?

- 3. Considering the number of sections offered and their location/modality, at which sites can students complete all major coursework (assuming access to online classes)? How does the department support major students at sites with fewer enrollments?
- 4. Based on the number of active majors and input from the sites, are the course offerings and supports available at each site appropriate?
- 5. Course scheduling for general education: If your department offers general education courses, consider how these offerings fit into the GE patterns and with other courses in the same GE area.
- 6. Do students have many choices in this GE area? Relatively few?
 - a. Are there any courses that should be in a GE pattern, but aren't? Any that might be removed from GE patterns because of changes to the course or to the GE requirements?
 - b. Based on enrollments in GE courses and input from the sites, are an appropriate number of GE sections being offered across a spread of times/days/modalities?
 - c. Does input from counseling, the Articulation Office, advisory committees, the Research office, or other sources indicate any changes to GE or other articulation agreements should be explored?
- 7. [CTE] Describe how the program uses effective CTE practices.
- 8. [CTE] Provide examples of CTE courses when course content evolves to meet changes in skill requirements.
- 9. [CTE] Describe how the program has evaluated, strengthened and revised the curriculum to ensure alignment from education to employment.
- 10. [CTE] Based on the last three years of advisory board recommendations, what program improvements were you unable to implement and why? Please provide details.

Section 3 Reflection

In the section above, you reviewed your curriculum currency, maps, and course offerings; in Section 2, you looked at data about your degrees and certificates. Additionally, you've gotten feedback about your courses and programs from counselors, students, curriculum, and articulation. Taking all of this information into account,

- 1. Highlight a course or series of courses that are worth celebrating. What makes these courses so successful?
- 2. Does the department want or need to add new coursework? Are there courses need some revision? Are any courses in need of major overhauling or archiving?
- 3. Which awards are particularly successful? Are there any awards that need some revision? If any, what are the basic revisions that would need to be made?
- 4. After reflecting on some of strengths in the program, what attributes make your courses and awards more useful to students in terms of transfer or workforce, reduce equity gaps, or increase

student success overall? How might we adjust practices to ensure similar success in other courses or awards that may not be as successful?

LEARNING OUTCOMES ASSESSMENT LEARNING OUTCOMES DATA

4.1 OUTCOMES ASSESSMENT

Please refer to the *Student Learning Outcomes Assessment Summary (SLAS)* Dashboard under the *Department and Division Data* Reporting Tab.

4.1 Discussion

- 1. Do a high percentage of department faculty, both full and part time, participate in outcomes assessment? If so, what strategies have been successful in encouraging participation? If not, how might we adjust practices to encourage participation?
- 2. Do the DAA forms show a consistent pattern of planning for improvement and closing the loop? If not, are there department-specific barriers preventing the completion of the assessment cycle?

4.2 ASSESSMENT RESULTS

Please refer to the *Canvas Student Learning Outcomes* Dashboard under the *Department and Division Data* Reporting Tab.

4.2 Discussion

- 1. What teaching strategy, improvement plan, project or response to student learning assessment is your department most proud of?
- 2. How does the department model excellence in teaching with a focus on student learning outcomes? Are there opportunities to mentor, coach, and/or train faculty and orient them to learning outcomes, educational approaches, or teaching strategies?
- 3. What is contributing to outcome achievement levels across the discipline/department? If the department has high outcome achievement rates across all demographics, share what contributes to that success. If the department is experiencing gaps, identify potential causes or areas to explore.
- 4. If you identified an improvement plan, what changes based on SLO assessment affected and/or improved learning?

Section 4 Reflection - Learning Outcomes

One of the key responsibilities for an academic department is to ensure all students are learning key concepts within a discipline.

- 1. Please discuss the department's progress in improving student learning, particularly in eliminating equity gaps.
- 2. If the department has made changes to content or practices to improve learning amongst specific student groups, please discuss any progress or findings.
- 3. When you reflect on the three areas of focus you outlined at the end of the previous section, what opportunities do you see to use SLO assessment to improve in those areas?

PROFESSIONAL DEVELOPMENT

5.1 DEPARTMENT FACULTY PROFESSIONAL DEVELOPMENT

Table 5.1: Number of Sections by Course

Training	Headcount	Enrollments
Academic Senate Hour	2	4
Advanced Canvas Tools: Rubrics	2	2
Department Chair Meeting	2	4
Department Learning Community for Black Student Success	1	3
Department Meeting	2	6
Department Planning and Assessment Meeting	2	4
Division Meeting	1	2
Fall 2021 Convocation	2	2
Fall 2021 Workshops on Wednesday (WoW)	2	4
Using Canvas Outcomes for SLO Assessment	2	3

5.2 DEPARTMENT EQUITY WORK

Describe the work your department has done to support equitable outcomes for all students and eliminate equity gaps.

5.3 TO WHAT DEGREE HAVE FACULTY COMPLETED THE COURSE EQUITY SCORECARD?

Section 5 Reflection - Professional Development

- 1. What professional development has faculty in your department participated in over the past couple of years?
- 2. Are the majority of your department faculty, both FT and PT, engaged in professional development? How engaged is your faculty in equity trainings?
- 3. In what areas of professional development is the faculty least engaged? What might be some department-specific causes for this?
- 4. When you consider the areas your programs are doing very well in, as well as the areas of concern you've identified, what connections do you see with faculty participation in professional development trainings?
- 5. [CTE] Describe how program enhances professional development opportunities for CTE faculty to maintain industry and program relevancy.
- 6. Are there professional development opportunities you'd like to see developed?

DEPARTMENT STAFFING

In order to ensure learning and help students succeed, every department needs the appropriate number of staff in order to teach and support learning.

6.1 DEPARTMENT FULL-TIME, PART-TIME, OVERLOAD DISTRIBUTION

FTEF: Full-time equivalent faculty

Fig 6.1: Full-Time Equivalent Faculty

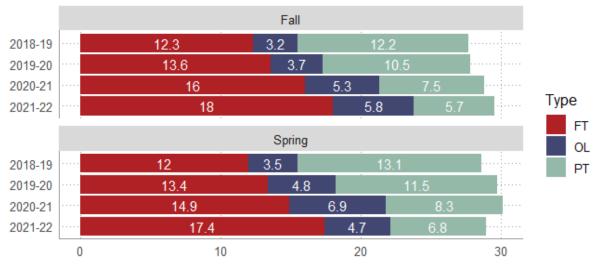


Table 6.1: Count of Sections Taught by Full- Or Part-Time Status

	2018-19		2019-20		2020-21		2021-22	
Full- or Part-Time	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Full-Time	42	41	41	40	43	43	62	49
Overload	22	20	22	33	25	31	33	21
Part-Time	47	54	42	45	31	34	27	26
Total	111	115	105	118	99	108	122	96

Table 6.2: Faculty Headcount

	2018-19		2019-20		2020-21		2021-22	
Full- or Part-Time	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
F	12	13	15	14	16	16	18	18
Р	31	32	26	29	19	21	15	17
Total	43	45	41	43	35	37	33	35

Table 6.3: Classified Professionals Assigned to Department

Title Count

6.2 FACULTY DEMOGRAPHICS

Fig 6.2: Faculty Race and Ethnicity Demographics

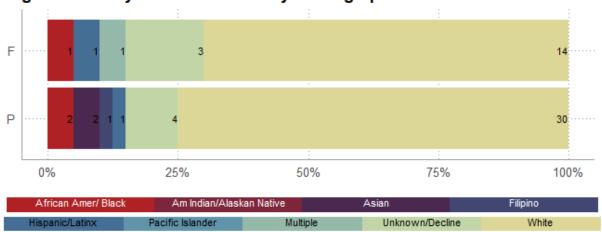
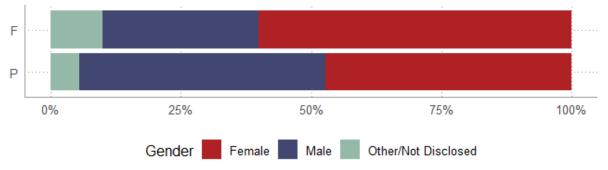


Fig 6.3: Faculty Gender Demographics



Age Range 20 to 29 30 to 39 40 to 49 50 to 59 60+

Fig 6.4: Faculty Age Range Demographics

6.2 Discussion

- 1. Considering the student information provided in previous sections (number of majors, waitlist data, students enrolled, etc.) and the current or historical staffing levels, please describe the state of staffing in your department. Does the department have sufficient full-time, part-time, and classified staff to maintain current levels of sections at each location or modality?
- 2. Part-time faculty teach a large proportion of sections in most departments. Please describe how the department works to integrate part-time faculty into departmental operations and decision making.
- 3. Does your department have an adequate pool of part-time faculty? If not, what are the specific barriers to recruitment or availability?
- 4.[CTE] Does program have a pool of qualified CTE instructors?
 - 5. If your department has classified staff, how are classified staff viewpoints and professional opinions integrated into departmental operations and decision making.

Reflection – Staffing

In the student section above, you reviewed who works in the department. Please use this space to summarize your observations or findings. You'll have an opportunity later to recommend changes or define specific actions your department would like to take.

RESOURCES

The day-to-day operations of an academic department require a variety of resources to ensure student learning.

NCC

Rocklin

Roseville

Tahoe-Truckee

Reflection – Resources

In the student section above, you reviewed []. Please use this space to summarize your observations or findings. You'll have an opportunity later to recommend changes or define specific actions your department would like to take.

APPENDIX

A. CTE

https://www.labormarketinfo.edd.ca.gov/commcolleges/

https://coeccc.net/region/greater-sacramento/

https://coeccc.net/our-research/

Section 2 Discussion - Student Success

Discuss how the program plans to improve CTE student progress and outcomes.

Describe how program ensures relevancy to both students and business/industry as reflected in labor market data.

Section 3 Discussion - Curriculum

Describe how the program uses effective CTE practices.

Provide examples of CTE courses when course content evolves to meet changes in skill requirements.

Describe how the program has evaluated, strengthened and revised the curriculum to ensure alignment from education to employment.

Based on the last three years of advisory board recommendations, what program improvements were you unable to implement and why? Please provide details.

Section 5 Discussion - Professional Development

Describe how program enhances professional development opportunities for CTE faculty to maintain industry and program relevancy.

Section 6 Discussion - Staffing

Does program have a pool of qualified CTE instructors?

B. DEFINITIONS AND RESOURCES

Enrolled Students: Students enrolled in any program course

Major Students: Students with any program major designation

Sierra Overall: Students enrolled at Sierra, regardless of program or major.

All Program Enrollments: Students enrolled in program, regardless of major.

Percentage Point Gap Method: https://www.cccco.edu/-/media/CCCO-Website/About-

Us/Divisions/Digital-Innovation-and-

Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx

https://www.sierracollege.edu/student-services/

SIERRA COLLEGE SUPPORTS

Student Services

Home > Student Services

STUDENT SERVICES

Academic Support

Bookstore

Basic Needs Center

Career and Transfer

Counseling

Health and Wellbeing

Library

Success Center

Support Programs

Student Tech Support

Welcome to Sierra College! We are here to help you succeed every step of the way.

Sierra Supports is your network of people, programs, and services to ensure you cross the finish line.

Choose Your Support



Success Center >

At the Student Success Center, we bridge the gap between your needs



Academic Help >

Receive free help with your studies by using our Tutoring, Math, and Writing



Student Tech Support >

Student Tech Support offers free assistance and service for

From: <u>Bocchicchio, Rebecca</u>
To: <u>Bocchicchio, Rebecca</u>

Subject: FW: Auto Awarding for Fall 2019

Date: Saturday, August 19, 2023 2:52:44 PM

From: Davies, Mandy

Sent: Tuesday, September 24, 2019 6:15 AM

To: Bocchicchio, Rebecca < <u>rbocchicchio@sierracollege.edu</u>>; Duncan, Willy

<wduncan@sierracollege.edu>; Skinner, Erik <eskinner2@sierracollege.edu>; Davis, Ryan

<rdavis23@sierracollege.edu>; Dean's Council2018 <deanscouncil2018@sccd.onmicrosoft.com>

Cc: Arreguy, Julia < <u>jarreguy@sierracollege.edu</u>>; Benton, Tom < <u>tbenton@sierracollege.edu</u>>; Vieira,

Corrine < cvieira@sierracollege.edu>

Subject: Fwd: Auto Awarding for Fall 2019

After a Herculean effort by Julia's and Corrine's teams, we believe we have launched the first fully integrated auto-award program in the state!

Fall is our first full term for implementation and you will see nearly 600 students who have not applied for a degree or certificate have been identified as eligible. Corrine and team have also carefully built in an opt out process so that we do not harm students who are receiving financial aid and have additional goals they wish to achieve. Additionally, the program is designed for the Support Specialists to case manage these students through to completion. Special pops will be included in future iderations.

This is a huge step forward towards our goals and I want to acknowledge the countless hours spent navigating seemingly insurmountable hurdles.

Go Team Sierra!

Get Outlook for Android

From: Vieira, Corrine

Sent: Monday, September 23, 7:59 AM Subject: Auto Awarding for Fall 2019

Hello Student Services!

I am happy to report that we have identified our next round of eligible students for auto awarding!

- 597 students have been identified as eligible for a fall degree and/or certificate but have not petitioned for one.
- Students will be sent an email this week, letting them know they are eligible and will be awarded in January if they remain eligible.
- Students will have until October 11th to opt out.
- These students will also receive follow up phone calls from the Success Center.

- Students can see their degree/certificate status in the DegreeWorks header.
- Students will only be eligible for auto awarding based on exit catalog year.
- Students who are not identified by this process but are still eligible for an award can complete the existing online process in mySierra.
- · At this time, all special pops programs are opted out.
- Students will not lose their financial aid eligibility IF:
- Student has remaining classes on their ed plan for a future term and is registered in those classes. This will result in an automatic appeal.
- · Max unit appeals will not be automatically appealed, they still require a counseling appointment.

Please let me know if you have any questions.

Thank you,

Corrine Vieira Sierra College Director, Student Success 916.660.7530

- State of California Health and Human Services Agency, <u>California Department of Public Health (CDPH)</u> for the Certified Nursing Assistant Program (CNA)
- California State Fire Marshal, State Board of Fire Services Accredited Regional Training Program

The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.

Accreditation isn't a one-day process, it's an everyday effort where we work together to meet standards and serve our community.

WILLY DUNCAN, SIERRA COLLEGE PRESIDENT/SUPERINTENDENT

Accreditation of Sierra College

Every seven years Sierra College undergoes review and reaffirmation of our accreditation by the Accrediting Commission of Community and Junior Colleges (ACCJC). Accreditation is a quality assurance process that gives the college the opportunity to engage in institution-wide dialogue and self-evaluation activities in order to gain a comprehensive perspective of the state of the institution. The scope of accreditation is to promote quality student learning and continuous quality improvement to ensure high quality student learning. Accreditation status is a critical component that certifies and safeguards high quality student learning programs and services.

Accreditation allows us to provide federal financial aid to our students, receive federal funding, grant students recognized degrees, and articulate our courses with other colleges and universities.

- * 2023 Annual Report
- 2023 Annual Fiscal Report
- Report on the Januar 2020 Commission Meeting
- 2019 Site Visit Team Report
- 2019 Sierra College Institutional Self-Evaluation Report (ISER)

For evidence, please contact the Office of Planning, Research and Resource Development at research@sierracollege.edu.

https://www.sierracollege.edu/about-sierra-college/planning-and-governance/accreditation/

Data-based Strategic Planning

Aligning our Plans and our Work

8/8/2023



Strategic Planning Framework



Describe the Goal

Mission, Vision, Values



Define and Describe the System



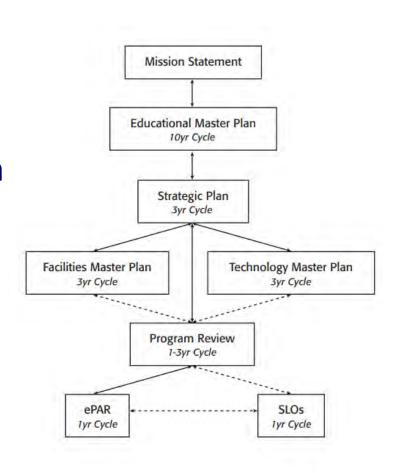
Evaluate the System



Refine the System



Evaluate Progress



Data Metrics & Requirements



	Student Success Areas										
Regulations, Guidance, and Priorities	Community Representation and Perception	Enrollment/ Access	Course Success	Retention/ Persistence	Academic Progress	Transfer/ Completion	Alumni/ Student/Staff Satisfaction				
			Course Success rate in	Persistence from 1st to 2nd		Completed or Transferred in	Job in closely realted				
		Successful enrollment	first year	term	Ave units completed 1st year Completed math and english in	3 years	field				
CCCCO Vision for		Headcount in first-time cohort		% Full time in First Term	first year	% Earned an award					
				% Full time in First Year	Completed math in first year Completed english in first year	% Transferred to 4 year					
Success				1	30+ Units in first year						
					Ave units completed 3 years Units accumulated at award 's still enrolled after 3 years						
			Course Success rate in		Ave units completed for 1st		Job in closely realted				
			first year		time awards	% Transferred to 4 year	field Unemployed student				
				Fall to spring persistence	15+ units in first term	% Transferred to UC/CSU	who became employed				
Student Success					30+ Units in first year	% Transferred in-state private	Living wage for exiting, non-transfer students				
Metrics				1 1 1 1	Completed a level of adult educaiton		Median earnings for exiting, non-transfer students				
				1	Completed math and english in first year		Median change in earnings for exiting, non transfer students				
					Adult Ed or ESL Skills gain						
		T . 15 . W	Ave Course Completion			Numbers of Student earning					
ACCJC Annual Report		Total Enrollment	Rate			degrees and certificates 150% Graduation Rate					
Acese Amidai Report						# Transferred to 4 year					
						Exam/License Pass Rate					
Guided Pathways		Successful Enrollment		Persistence from 1st to 2nd term	Completed math and english in first year	% Transferred to 4 year					
Report						% Earned an award					
SEA Report Metrics		Successful Enrollment (Black and African American students)		Persistence from 1st to 2nd term (Black and African American, and LGBTQ students)		Increase transfer rates (LGBTQ students)					
				i 		Increase completion rates (Black and African American students)					
Disrupting Racial and							Dissagregated Security Stop Data				
Identity Profiling Plan							Dissagregated Conduct Data				
	Faculty/staff diversity compared to surronding community			 			Student diversity compared to faculty/stal diversity				
EEO Plan				1			Faculty/staff diversity compared across job titles				
							Diversity in hiring pools across interview steps				
Student Centered					Completed math and english in first year	Associate Degree Completion	Living wage for exiting, non-transfer students				
				İ		ADT Completion					
Funding Formula						CTE 9 Unit Completion Transfer					
Strong Workforce Program				 	CTE Enrollment Minimum	CTE 9 Unit Completion	Living wage for exiting, non-transfer students				
				-		Earned award in vocational sector	Median earnings for exiting, non-transfer students				
				 			Median change in earnings for exiting, non transfer students				
		-	-		 		The street accounts				

67 Planning and Assessment Metrics!

Student Experiences at Sierra





Regulations, Guidance, and Priorities

Title V Title IX CCCCO Vision for Success

Governors CCC Roadmap

Legislation (e.g., AB 705)

SCFF

Accreditation Standards

Trustees and Superintendent/President Priorities and Goals

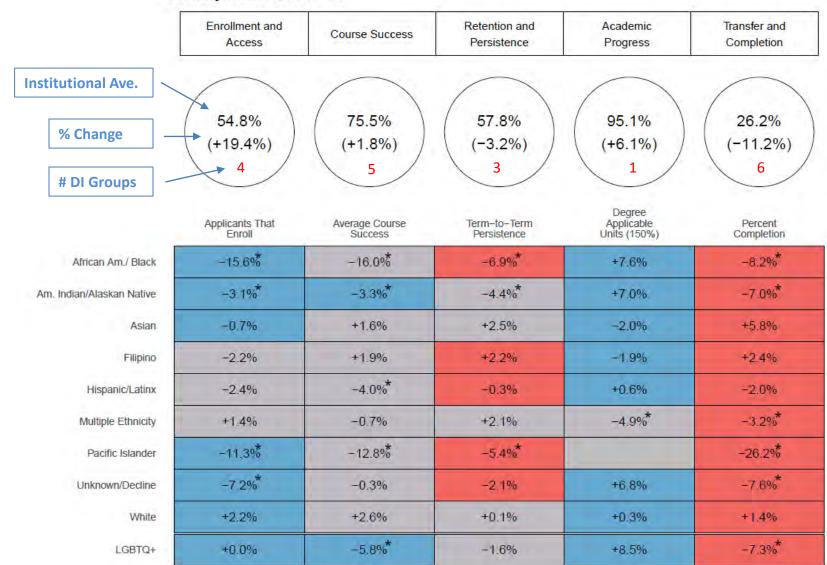
District Mission, Vision and Values

Overarching Focus Areas (Ed. Master Plan) Focus Areas Alum/Staff/Stud. Community Enrollment/ **Course Success** Retention and Academic Transfer and Satisfaction Perception Completion **Progress** Access Persistence **Primary Metrics** Average Term-to-Representa Ave. % Apps % Units in Time to Satisfaction term tion and Course Major Completion persistence perception Register Success Supporting Metrics % Degree Math/Eng 1st # Applicants % Succ. New % Ret to Wk 2 15 units 1st # Enrollees % Certificate % Succ. Con. % Retention % Waitlisted 30 Units 1st 1st To 2nd Ave GPA % Transfer Time Degree Campus Climate Comm. Survey % Spring Spring to Fall Time 15 units **OG Success Detailed Appendices** Staff Climate CTE Survey % Fall Time 30 units OL Success Fall to Fall Time Cert. % Summer Alumni Survey Time 45 units Spring to Sum. Time Transfer Hours Comp. Hours Att. Interviews % Succ. Ret. Sum. To Fall 9 CTE 1st Units at Comp Implementation SEA Plan Guided Facilities Technology EEO Plan Racial Instructional Student Pathways Plan Master Plan Master Plan Profiling Plan PR. Services PR.

High Level Summary and Dissag.



Primary Metrics, 2022-23



Regulations, Guidance, and Priorities

Legislation (e.g., AB 705)

Accreditation Standards

SCFF

Governors CCC Roadmap

Title V

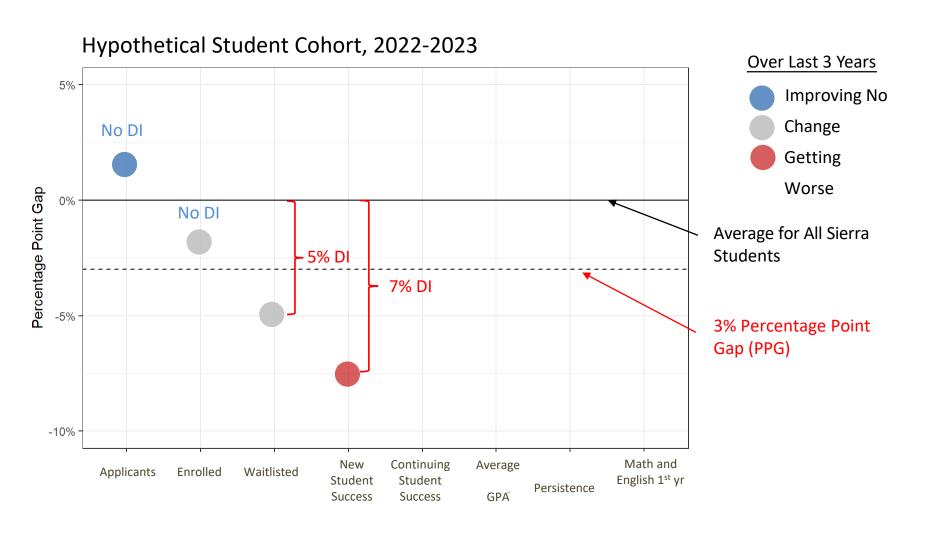
Title IX

CCCCO Vision for Success

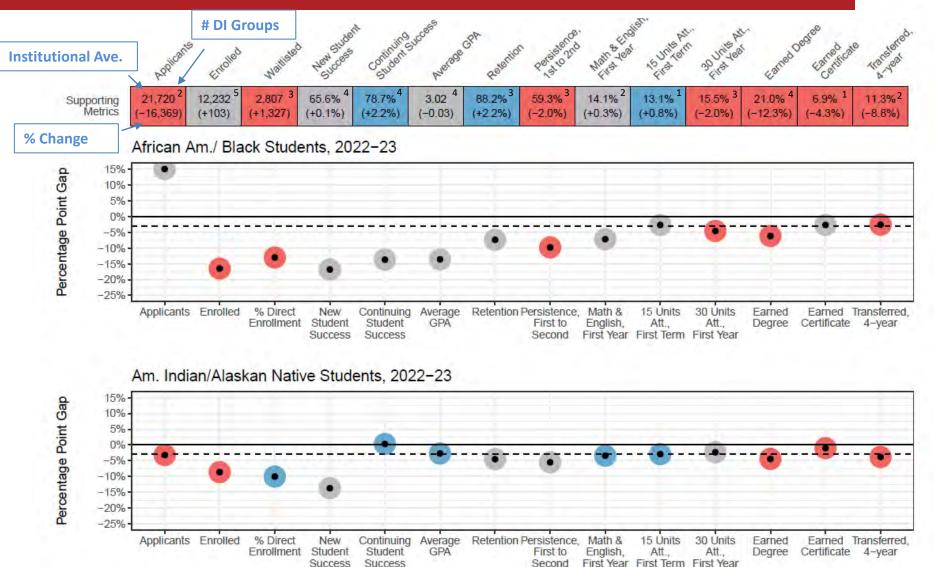
Trustees and Superintendent/President Priorities and Goals District Mission, Vision and Values Overarching Focus Areas (Ed. Master Plan) Focus Areas Enrollment/ Alum/Staff/Stud. Community Course Success Retention and Academic Transfer and Satisfaction **Progress** Completion Perception Access Persistence Primary Metrics **Supporting Metrics** Math/Eng 1st % Degree % Succ. New # Applicants % Ret to Wk 2 15 units 1st # Enrollees % Certificate % Succ. Con. % Retention 30 Units 1st % Waitlisted 1st To 2nd Ave GPA % Transfer Time Degree Campus Climate % Spring Time 15 units Comm. Survey Spring to Fall **OG Success Detailed Appendices** Staff Climate **CTE Survey** % Fall Time 30 units Fall to Fall OL Success Time Cert. % Summer Alumni Survey Time 45 units Time Transfer Hours Comp. Spring to Sum. Hours Att. Interviews % Succ. Ret. Sum. To Fall 9 CTE 1st Units at Comp Implementation SEA Plan Guided Facilities Technology EEO Plan Racial Instructional Student Pathways Plan Master Plan Master Plan Profiling Plan PR. Services PR.

Telling a Clear and Accessible Story









Enrollment

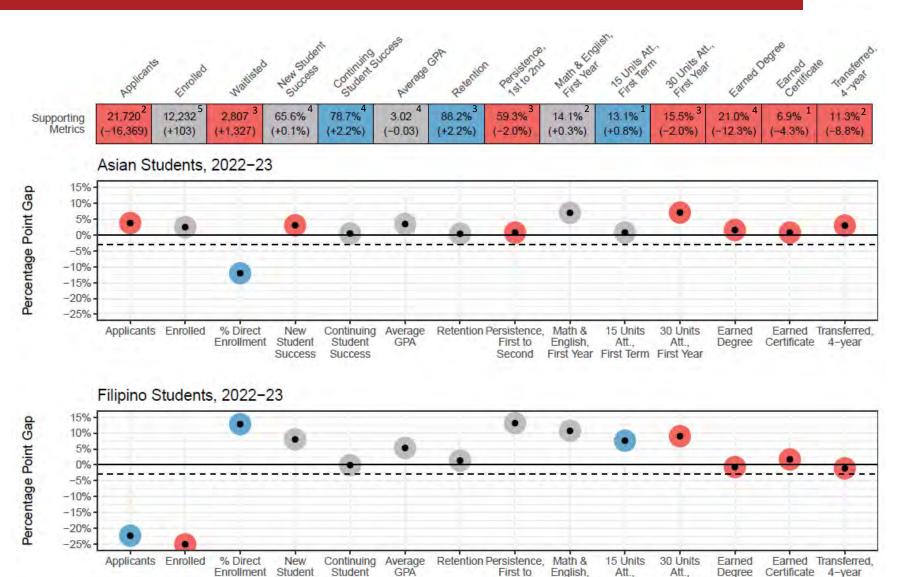
Success

Success

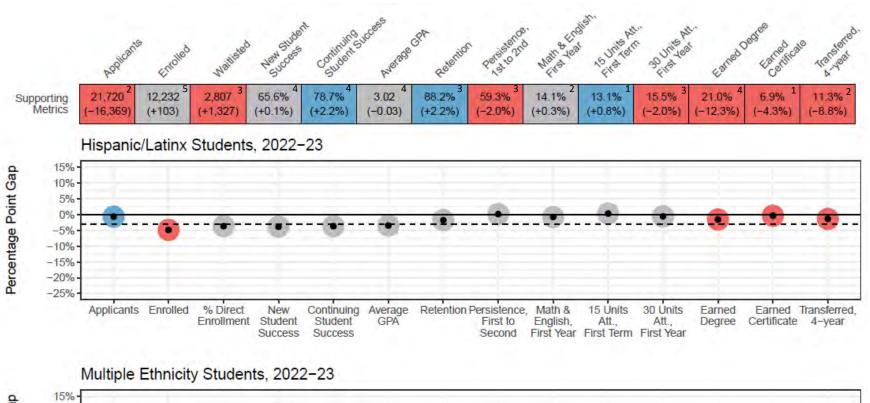


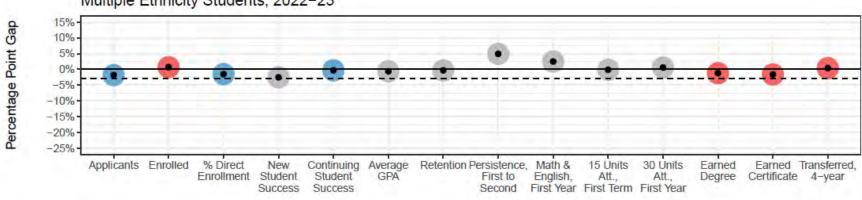
Degree

First Year First Term First Year

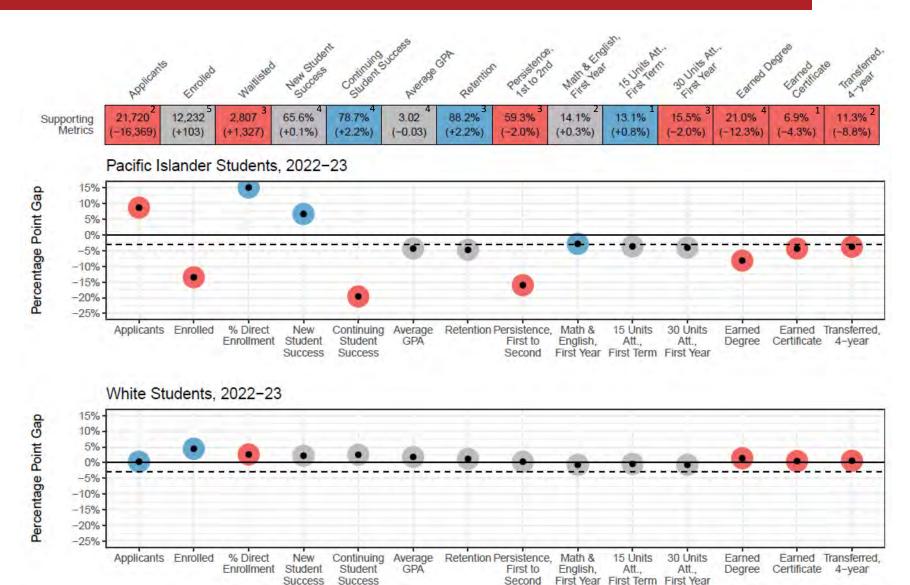




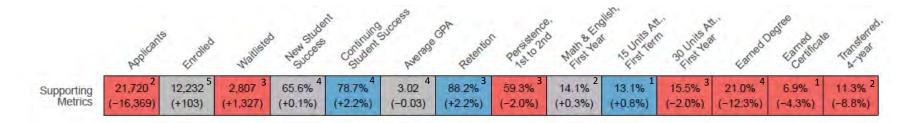


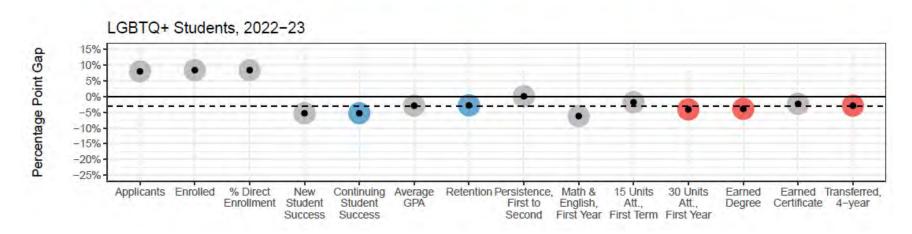












Regulations, Guidance, and Priorities

Title V Title IX CCCCO Vision for Success Governors CCC Roadmap Legislation (e.g., AB 705) SCFF Accreditation Standards

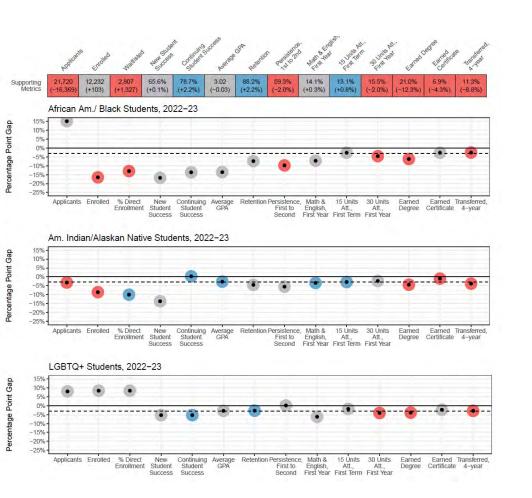
Trustees and Superintendent/President Priorities and Goals

District Mission, Vision and Values

Community Perception	Enrollment/ Access	Course Success	Retention Persist		rogress	Transfer and Completion	Alum/Staff/Stud. Satisfaction
Representa tion and perception ?	% Apps that Register	Ave. Course Success	Term ter persist	m ×	Units in Major	Time to Completion	Average Satisfaction ?
	# Applicants	% Succ. New	% Ret to	Wk 2	th/Eng 1 st	% Degree	
	# Enrollees	% Succ. Con.	% Reter	ntion 15	units 1 st	% Certificate	
	% Waitlisted	Ave GPA	1 st To 2 st	and 30	Units 1 st	% Transfer	
Comm. Survey	% Spring	OG Success	Spring t	o Fall Tim	e 15 units	Time Degree	Campus Climate
CTE Survey	% Fall	OL Success	Fall to F	all Tim	e 30 units	Time Cert.	Staff Climate
`nnenanenanenanenanenanenanen	% Summer	Hours Comp.	Spring t	o Sum. Tin	ne 45 units	Time Transfer	Alumni Survey
	Hours Att.	% Succ. Ret.	Sum. To	Fall 9 C	TE 1 st	Units at Comp	Interviews
SEA Plan	Guided Pathways Plan	Facilities Master Plan	Technology Master Plan	EEO Plan	Racial Profiling Plan	Instructional PR.	Student Services PR.

Key Take-Aways and Next Steps





Key Take-Aways

- We all influence student success.
- 2. Student success has improved in some areas. But many equity gaps remain.
- 3. "Early" student experience is a key driver of equity gaps.

Next Steps (for Research)

- 1. Represent shared identities
- 2. Align success with goals
- 3. Integrate additional qualitative analyses

8/21/23, 8:03 AM BoardDocs® Plus

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Agenda Item Details

Meeting Sep 09, 2022 - Strategic Council - Rocklin Campus Board Room 9:00-11:00 a.m.

Category 2. INFORMATION/ACTION ITEMS

Subject 2.4 Strategic Planning Metrics & Related Goals

Type Information, Discussion

Responsible Entity/Staff: Erik Cooper, Dean, Planning, Research and Resource Development

Through its master planning process, Sierra College has set a variety of institutional goals for student achievement, increasing overall student attainment, and ensuring equitable outcomes. In order to ensure our progress in meeting those goals, certain key metrics have been identified and are presented each year to the Board and college community. These strategic planning metrics and their associated goals are posted publicly on the Sierra College website in the form of our Strategic Planning Metrics Dashboard and Student Equity Dashboard.

Strategic Planning Metrics Dashboard

Student Equity Data Dashboard

Like other California Community Colleges, Sierra College has also aligned its goals with CCC Chancellor's Office Vision for Success and the related Student Success Metrics.

Student Success Metrics

The Strategic Planning metrics and related goals will be reviewed and discussed.

2022.09.09_Planning Metrics 2022.pdf (799 KB)

2022.09.09_StrategicPlanningUpdate.pdf (2,436 KB)

8/21/23, 8:00 AM BoardDocs® Plus

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Agenda Item Details

Meeting Sep 14, 2022 - Academic Senate of Sierra College

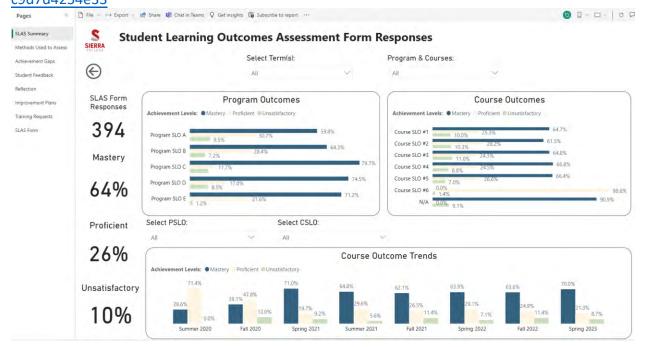
Category D. VISITOR PRESENTATIONS

Subject 1. 3.40 p.m. Erik Cooper Strategic Planning Metrics.

Type

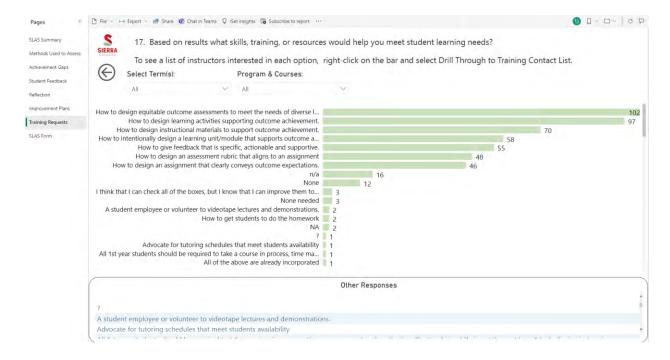
Page with Training Requests link in Dashboards on Inside.Sierra

Link: https://app.powerbi.com/groups/me/reports/7115c0f8-f2e5-4351-a8f1-85ad0fbfce6b/ReportSection?ctid=b8275c84-ad8a-4ebb-836a-c9d7d4254e33



Training Requests page in Dashboards in Inside.Sierra

Link: https://app.powerbi.com/groups/me/reports/7115c0f8-f2e5-4351-a8f1-85ad0fbfce6b/ReportSectiondc3e7dcdb6b0cc605103?ctid=b8275c84-ad8a-4ebb-836a-c9d7d4254e33



8/19/23, 3:14 PM BoardDocs® Plus

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Agenda Item Details

Meeting Aug 08, 2023 - August Board Meeting

Category 26. INFORMATION ITEMS (con't.)

Subject 26.1 2023 Strategic Planning Metrics

Type Discussion, Information

BACKGROUND

Through its master planning process, Sierra College has set a variety of institutional goals for student achievement, increasing overall student attainment, and ensuring equitable outcomes. In order to ensure our progress in meeting those goals, certain key metrics have been identified and are presented each year to the Board and college community. These strategic planning metrics and their associated goals are posted publicly on the Sierra College website in the form of our Strategic Planning Metrics Dashboard.

Like other California Community Colleges, Sierra College has also aligned its goals with CCC Chancellor's Office Vision for Success and the related Student Success Metrics.

STATUS

Sierra College's equity & student success efforts continue to evolve as we move out of the pandemic. Enrollment is trending back up after declining in recent years but has yet to reach pre-pandemic levels. Associated student success and equity metrics are mixed with some areas improving while others continue to lag or persist. Sierra has implemented many activities from its Equity & Student Completion Guided Pathways Strategic Plan over the last couple of years. The state and Chancellors Office have continued to refine its goals and metrics which creates an opportunity for the college to better align its work internally and with the overall state direction. For example, the 2022-23 iterations of the Student Equity Plan and Guided Pathways report are better aligned with the Chancellors Office Vision for Success and demonstrate progress with the college's efforts and highlight a need for further refinement. Additionally, we will preview Vision 2030 from the Chancellors Office which will help to serve as a guide for improving our work and how we track and report data across the institution.

2023.08.08 Equity and Student Success Journey.pdf (4,081 KB)

2023.08.08 BOT Update - Strategic Planning.pdf (2,113 KB)

This item is one piece of a larger agenda.



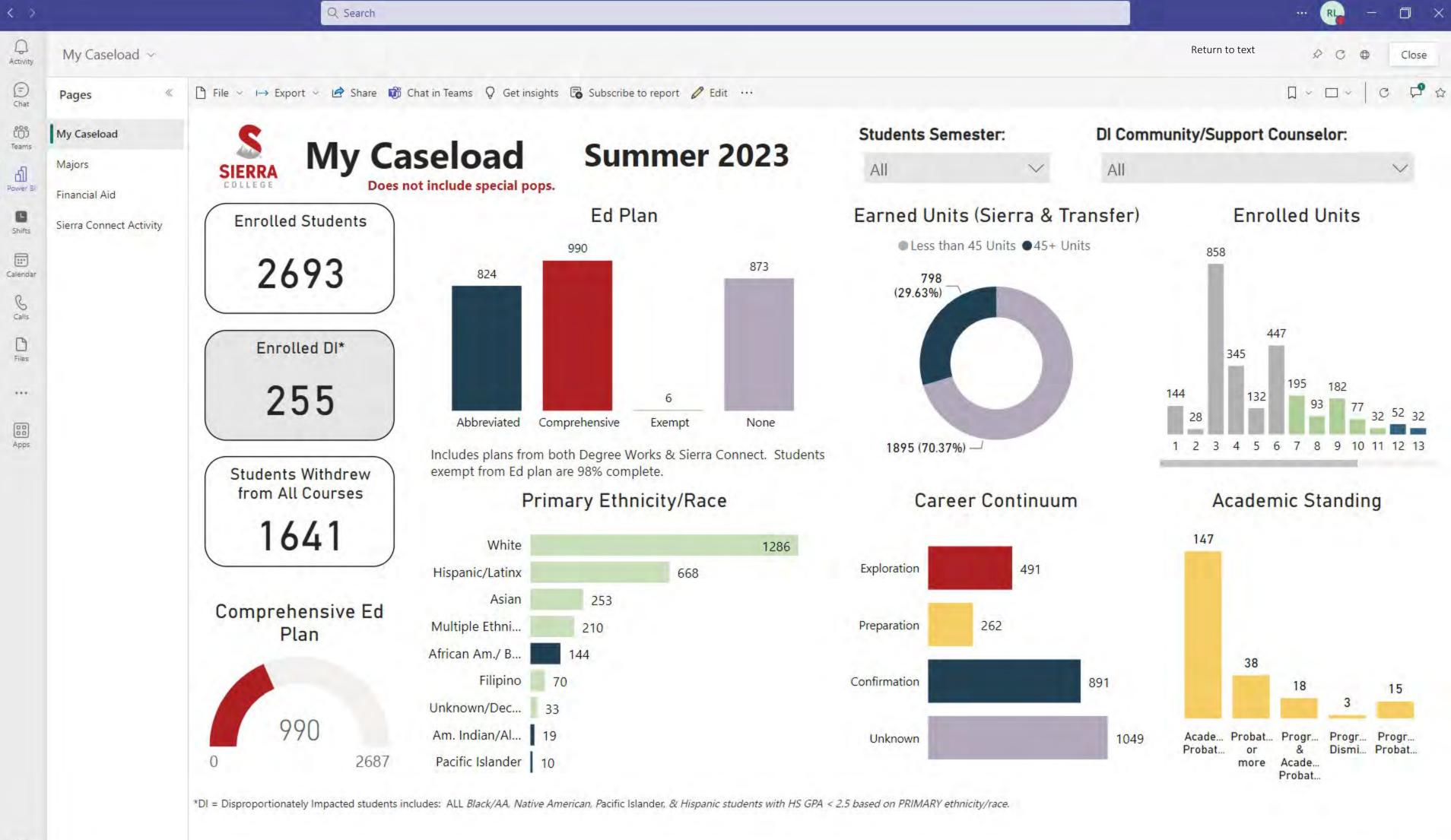
Strategic Planning Metrics & Targets

Transfer Updated Nov. 2021 All Others Updated 7/28/22 Sierra College Targets:

-Increase the proportion of students earning a degree or certificate by 25% -Increase the proportion of students transferring a 4 Year College/University to 35%

Transfer and graduation rates by cohort are lagging indicators. It may take several years to see meaningful trends.





? Help

+ 130%

ACCJC Annual Report 2023

General Information

Confirm college name:

Sierra College

Name of individual preparing report:

Randy Lehr

Phone number of person preparing report:

916-660-7512

Email of person preparing report:

rlehr1@sierracollege.edu

Enrollment Data: Unduplicated Headcount

2019-2020

26,128

2020-2021

25,533

2021-2022

23,573

Enrollment Data: Unduplicated Headcount

5b. If your institution experienced an increase (or decrease) in enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

N/A

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

2019-2020

25,610

2020-2021

25,109

2021-2022

23,512

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6b. Please list any individual degree applicable credit program which has experienced an increase (or decrease) of 50% or more in the last year.

N/A

Enrollment Data: Distance Education

7. Do you offer Distance Education?

Yes

Enrollment Data: Distance Education

2019-2020

12,729

2020-2021

24,917

2021-2022

19,342

Enrollment Data: Distance Education

7c. If your institution experienced an increase (or decrease) in distance education enrollment of more than 50% in a single year, please explain below (Enter N/A if this does not apply to your institution.)

NA

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

No

Federal Data

9. List the current Graduation Rate per the US Education Department College Scorecard:

34

10. If your college relies on another source for reporting success metrics, please identify the source (select one).

CCCCO Student Success Metrics dashboard

11. Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.

https://www.sierracollege.edu/about-us/planning-and-governance/index.php

Institution-Set Standards: Course Completion Rates

12. Course Completion Rates

	2019- 20	2020- 21	2021- 22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	73%	73%	73%
12b. List your stretch goal (aspirational) for successful student course completion rate:	77%	77%	77%
12c. List the actual successful student course completion rate:	76%	73%	74%

Institution-Set Standards: Certificate Completion

13. Type of Institute-set standard for certificates (Please select one option from the menu):

Number-other

If Number-other or Percent-other, please describe:

Number of students earning certificate

13. Certificates

	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	500	500	500
13b. List your stretch goal (aspirational) for certificates:	500	500	500
13c. List actual number or percentage of certificates:	214	237	247

Institution-Set Standards: Associate Degree Completion

14. Type of Institute-set standard for degrees awarded (Please select one option from the menu):

Number-other

If Number-other or Percent-other, please describe:

Number of students earning degree

14. Associate Degree (A.A./A.S.)

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	2500	2500	2500
14b. List your stretch goal (aspirational) for degrees:	2728	2728	2728
14c. List actual number or percentage of degrees:	2904	2757	2478

Institution-Set Standards: Baccalaureate Degree Completion

15. Does your college offer a Bachelor's Degree (B.A./B.S.)?

No

Institution-Set Standards: Transfer

16. Type of Institute-set standard for transfers (Please select one option from the menu):

Number-other

If Number-other or Percent-other, please describe:

Increase the number of students transferring to CSU/UC by 35% compared to 2016/17.

16. Transfer

	2019- 20	2020- 21	2021- 22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	1322	1322	1322
16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	1491	1583	1681
16c. List actual number or percentage of students who transfer to a 4-year college/university:	1593	1729	1520

Institution-Set Standards: Licensure Examination Pass Rates

17. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program

Nursing

```
Exam (National, State, Other)

National
Institution-Set Standard (%) (Floor)

95%

Stretch (Aspirational) Goal (%)

100%

2019-20 Pass Rate

100

2020-21 Pass Rate

100

2021-22 Pass Rate
```

Institution-Set Standards: Job placement rates

18. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program

Agriculture

Institution-Set Standard (%) (Floor)

50%

97

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

83.33

2020-21 Job Placement Rate

86.67

2021-22 Job Placement Rate

85.71

Program

Business

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

57.89

2020-21 Job Placement Rate
50
2021-22 Job Placement Rate
78.95
Program
Accounting
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate
79.45
2020-21 Job Placement Rate
91.37
2021-22 Job Placement Rate
79.51
Program
Business Administration
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate
81.82
2020-21 Job Placement Rate
81.82
2021-22 Job Placement Rate
77.92
Program
Business Management
Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate 65.63 2020-21 Job Placement Rate 89.01 2021-22 Job Placement Rate 70.00 **Program Computer Applications** Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 89.13 2020-21 Job Placement Rate 92.31 2021-22 Job Placement Rate 75.00 **Program** Computer Information Systems Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 60 2020-21 Job Placement Rate 87.5 2021-22 Job Placement Rate 60.00 **Program** Software Development Institution-Set Standard (%) (Floor) 50%

Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 69 2020-21 Job Placement Rate 97 2021-22 Job Placement Rate 64.86 **Program** Networking Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 2019-20 Job Placement Rate 83 2020-21 Job Placement Rate 88 2021-22 Job Placement Rate 70.59 **Program** Mechatronics Institution-Set Standard (%) (Floor) 50% Stretch (Aspirational) Goal (%) 75% 2019-20 Job Placement Rate 83 2020-21 Job Placement Rate 86 2021-22 Job Placement Rate 82.6

Program

Drafting and Engineering Support

Institution-Set Standard (%) (Floor) 50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate 87
2020-21 Job Placement Rate
88
2021-22 Job Placement Rate
93.33
Program
Advanced Manuracturing
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
75%
2019-20 Job Placement Rate
92
2020-21 Job Placement Rate
94
2021-22 Job Placement Rate
87.5
Program
Photography
Institution-Set Standard (%) (Floor)
50%
Stretch (Aspirational) Goal (%)
70%
2019-20 Job Placement Rate
50
2020-21 Job Placement Rate
93
2021-22 Job Placement Rate 73.75

Program

Graphic Arts

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

81

2020-21 Job Placement Rate

88

2021-22 Job Placement Rate

72.55

Program

Nursing

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

83

2020-21 Job Placement Rate

97

2021-22 Job Placement Rate

100

Program

EMT

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

78

2020-21 Job Placement Rate

2021-22 Job Placement Rate

91.67

Program

Fashion Industries

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

100

2020-21 Job Placement Rate

93

2021-22 Job Placement Rate

66.7

Program

Early Childhood Education

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

83

2020-21 Job Placement Rate

86

2021-22 Job Placement Rate

86.05

Program

Administration of Justice

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

2020-21 Job Placement Rate

92

2021-22 Job Placement Rate

73.85

Program

Fire Technology

Institution-Set Standard (%) (Floor)

50%

Stretch (Aspirational) Goal (%)

75%

2019-20 Job Placement Rate

91

2020-21 Job Placement Rate

97

2021-22 Job Placement Rate

93.15

Additional Comments

19. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

None

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Sierra College Shared Core Competencies

Communication and Collaboration

Sierra College employees will communicate and collaborate with others in a culturally inclusive and respectful manner where everyone's input and perspectives are heard and valued.

	OUTCOMES
S1A	Recognize different communication styles and how best to connect with others.
S1B	Engage in trauma-informed practices.
S1C	Use active listening, emotional intelligence, empathy, and mindfulness strategies when communicating with others.
S1D	Utilize the interest-based approach to reach consensus.
S1E	Employ effective strategies to resolve conflict.

Equity and Inclusion

Sierra College employees will support and engage in equity practices that create an environment of inclusion. Employees will interact with individuals and within an environment that is characterized by acceptance, valuing, respect, and support.

	OUTCOMES
S2A	Create a climate of inclusion that supports an environment of respect, empathy, understanding, and appreciation of individual and group differences.
S2B	Implement workplace practices that reflect an equity mindset.
S2C	Understand biases and their negative impact on student success and the workplace environment.
S2D	Mentor and model inclusive behavior to retain and recruit a diverse workforce.
S2E	Use diverse perspectives to arrive at innovative workplace solutions.

Self-Reflection and Self-Development

Sierra College employees will stay current and continually improve their mastery of the skills necessary to be effective in their positions.

OUTCOMES		
S3A	Engage in research to improve job performance.	
S3B	Utilize data to identify areas of success and professional growth.	
S3C	Stay current with the technological tools required in their position.	
S3D	Collaborate with peers both in and out of their areas to improve job effectiveness.	
S3E	Have an awareness of wellness resources.	

Sierra College Classified Professional Specific Core Competencies

Customer Service

Sierra College classified professionals will support and engage in an environment of quality customer service.

	OUTCOMES
C1A	Use positive communication to support a respectful and productive environment.
C1B	Employ effective customer service techniques to create an inclusive workplace.
C1C	Use conflict resolution techniques to effectively deal with problematic situations.

Leadership

Sierra College classified professionals will practice and promote an environment of collective leadership in their jobs and on campus.

	OUTCOMES
C2A	Increase organizational knowledge of college processes and participate in governance and/or committee work.
C2B	Improve skills in problem solving, teambuilding, project management, and time management techniques to increase leadership effectiveness.
C2C	Be empowered to effectively and confidently provide and encourage valuable input to colleagues.
C2D	Understand the elements of group dynamics in order to facilitate effective leadership.

Self-Reflection and Self-Development

Sierra College classified professionals will stay current and continually improve their mastery of the skills necessary to be effective in their positions.

OUTCOMES	
СЗА	Maintain compliance with mandated trainings required for their job and work site.
СЗВ	Maintain and practice cybersecurity.
СЗС	Be proficient with technologies that increase productivity and improve effectiveness.
C3D	Use time management techniques to maximize performance.

Sierra College Faculty Specific Core Competencies

Course Design and Curriculum

Sierra College faculty will design and implement inclusive, equitable, and learner-centered environments and activities for the diverse body of Sierra College students. Diversity includes but is not limited to race, religious creed, color, national origin, ancestry, physical disability, mental disability, learning disability, psychological or emotional disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, and military or veteran status. An atmosphere of inclusion and cultural humility will be promoted in all learning environments.

OUTCOMES	
F1A	Apply effective practices in andragogy, pedagogy, and educational theory to course design.
F1B	Engage in action and/or traditional research in the scholarship of teaching and learning in order to improve job performance.
F1C	Create and utilize diverse materials and activities that are intentionally designed to produce equitable outcomes.
F1D	Distinguish elements of appropriate, quality, and rigorous curricula that meet Title V standards and align with the mission, vision and core values of the college.
F1E	Design culturally-responsive learning environments that meet the needs of and engage students and that adhere to the COR (Course Outline of Record).

Technology and Accessibility

Sierra College faculty will effectively utilize educational technology and the technological tools and resources relevant in all learning environments.

OUTCOMES	
F2A	Remain current with educational technology, tools, and resources.
F2B	Create engaging and inclusive online environments.
F2C	Utilize the institution's learning management system in ways that support student success.
F2D	Ensure accessibility of all content in alignment with federal law and Sierra College standards while engaging students in learning experiences that support their individual strengths and needs.

Assessment

Sierra College faculty will ensure learning through consistent, timely, and equity-minded assessments.

	OUTCOMES	
F3A	Create equity-minded formative and summative assessments and rubrics using standards of best practices (e.g. using the backward design model).	
F3B	Utilize evidence of student learning to identify areas of success and opportunities for professional growth.	
F3C	Utilize qualitative and quantitative data to consistently engage in self-assessment, reflection, and training to improve student success for disproportionately impacted groups.	
F3D	Write equitable, clear, and measurable course and program outcomes using standards of best practices.	

21st Century Skills

Sierra College faculty will connect learning in the classroom to 21st century skills necessary for college and career success, helping to facilitate students' development and growth. These learning, literacy, and life skills will increase student engagement and success both in and out of the classroom.

	OUTCOMES	
F4A	Implement culturally responsive practices that create an inclusive learning environment that recognizes, respects, and affirms individual and group differences.	
F4B	Facilitate learning experiences that encourage civil discourse and critical thinking about diverse perspectives, assumptions, and viewpoints.	
F4C	Employ engaging strategies, including cooperative/collaborative learning, that address the affective domain and promote active learning, independent learning, critical thinking, metacognition, 21st century skills, and a growth mindset.	
F4D	Access, and assist students in accessing, digital tools and campus resources to maintain student contact and provide necessary support and interventions (Canvas, Sierra Connect, email, SC website, Student Services offices, tutoring, food pantry, etc.).	
F4E	Use Guided Pathways principles to assist students in making informed academic decisions and guide students in developing academic behaviors for college success and lifelong learning (e.g. time- and self-management, study strategies, interdependence, self-awareness and self-motivation, growth mindset, personal responsibility).	

Sierra College Manager Specific Core Competencies

Communication and Collaboration

Sierra College managers will communicate and collaborate with others in a culturally inclusive and respectful manner that supports employees' professional growth.

OUTCOMES	
M1A	Have the ability to understand and facilitate an environment that addresses the needs of multi-generational employees.
M1B	Employ active listening techniques in order to support employees and foster a collaborative work environment.
M1C	Establish clear expectations and provide effective and timely performance feedback.
M1D	Collaborate with employees to support advancement towards the college's shared vision of success.

Equity and Inclusion

Sierra College managers will understand and advance equity and inclusion practices in order to facilitate and cultivate an equity framework within the work environment.

OUTCOMES	
M2A	Actively cultivate a work environment that recognizes and appreciates differences.
M2B	Promote professional development opportunities that unpack and equip employees with equity-related knowledge, skills, and abilities.
M2C	Recruit and hire individuals from historically underrepresented populations.
M2D	Retain, advance, and mentor employees from historically underrepresented, underserved, or marginalized populations.
M2E	Create a climate of inquiry to address inequities within the manager's assigned area.
M2F	Actively cultivate brave spaces whereby employees feel empowered to identify and propose options to remove barriers to equitable practices.

Leadership

Sierra College managers will provide pro-active and intentional leadership that inspires individuals to reach their full potential.

OUTCOMES	
МЗА	Encourage and empower employees to be innovative.
МЗВ	Understand and facilitate employees' career development needs and aspirations.
МЗС	Understand and apply principles of strengths-based leadership.
M3D	Engage in self-reflection to overcome barriers and identify opportunities to sustain a successful work environment.
МЗЕ	Understand different leadership approaches and which is appropriate depending on the work situation.
МЗБ	Identify stressors that can adversely affect the work environment.

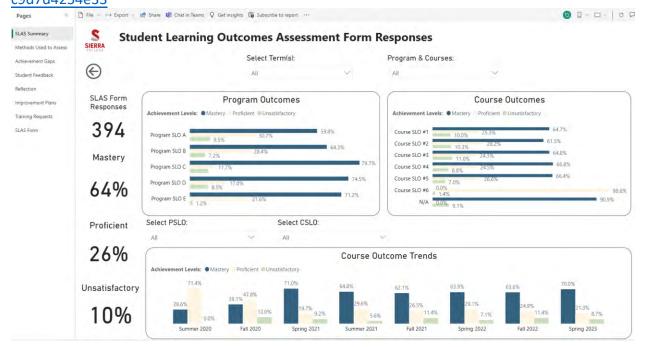
Organizational Commitment

Sierra College managers will foster an equitable organizational culture and advocate for changes to improve employee satisfaction and retention and student success.

OUTCOMES	
M4A	Understand and navigate the impacts of change on employees and the work environment.
М4В	Research best practices in order to recommend changes to maximize the effectiveness of departments, divisions, and the college.
M4C	Understand how to participate in the college's participatory governance process.
M4D	Identify, understand, and address the different needs of the college's multiple campuses.
M4E	Create a climate of inquiry to address systemic educational and employment inequities within the District.
M4F	Make data-informed decisions.
M4G	Develop, guide, and articulate a shared vision for success.

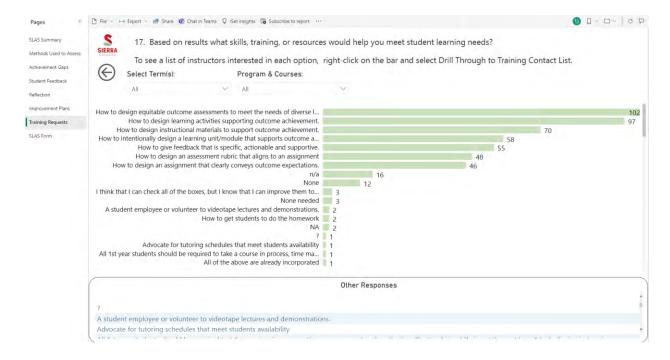
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Training Requests page in Dashboards in Inside.Sierra

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Equity Data Update

Visualizing Progress

Randy Lehr and Jessica LaCourse 1/18/2023



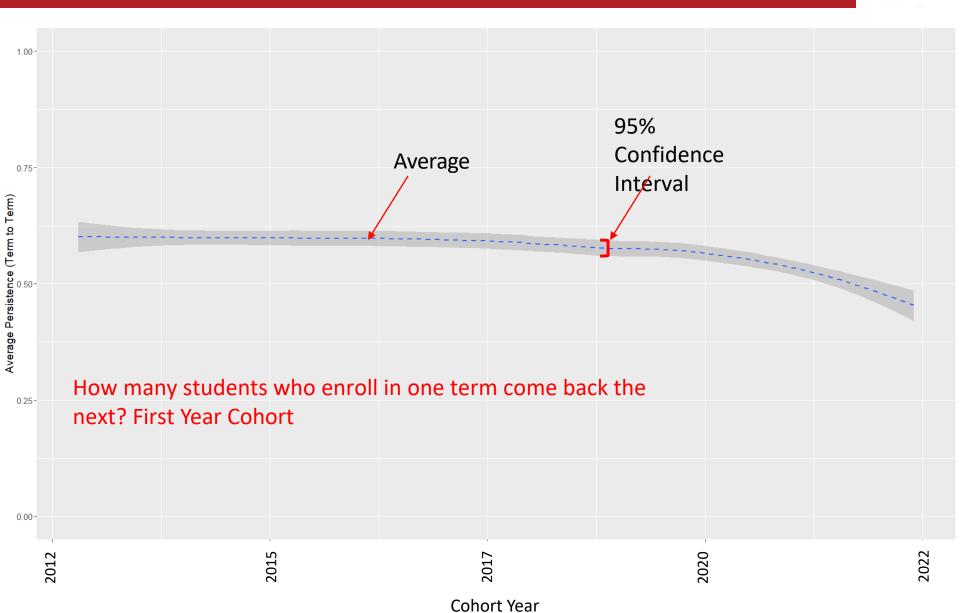
Are We Making Progress





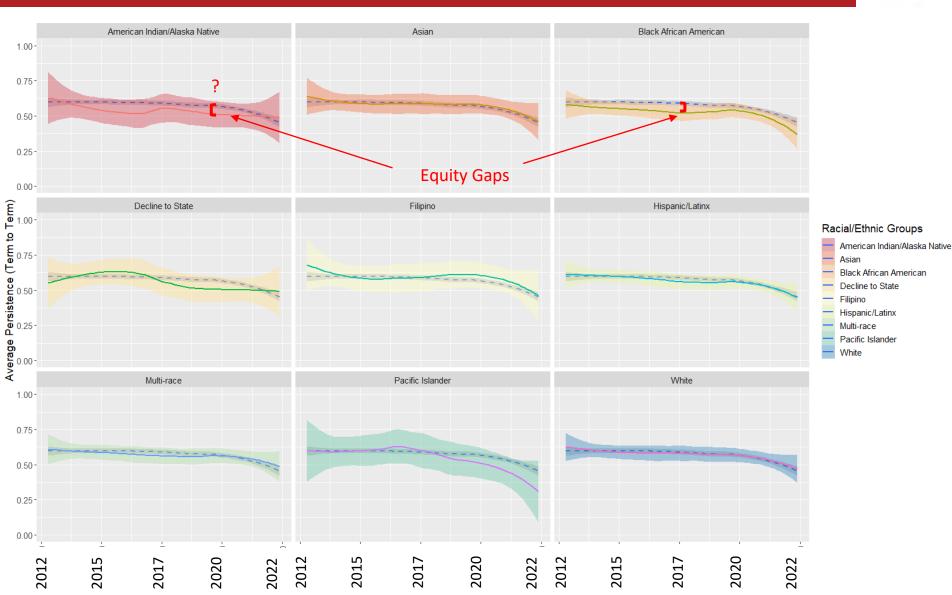
Measuring Equity Gaps





Measuring Equity Gaps

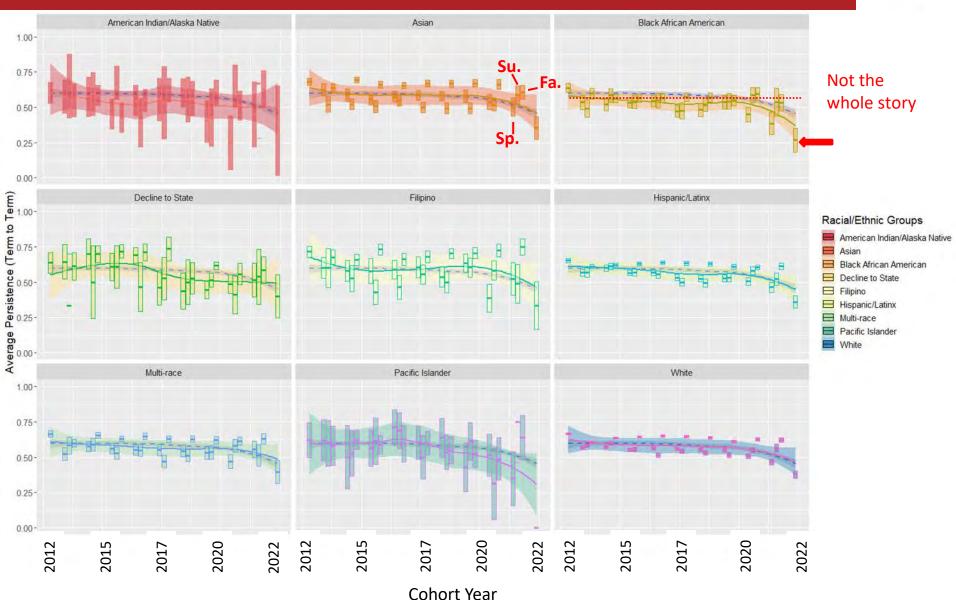




Cohort Year

Variability in Equity Gaps





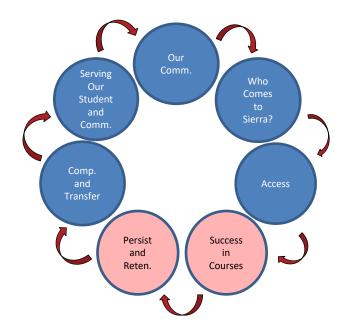
Applying Our Data



2022-2025 Equity Plan

- 1. Disparately Impacted Groups
 - Black and African American Students
 - 2. Native American and Alaska Native
 - 3. LGBTQ+

The first year is critical for students!



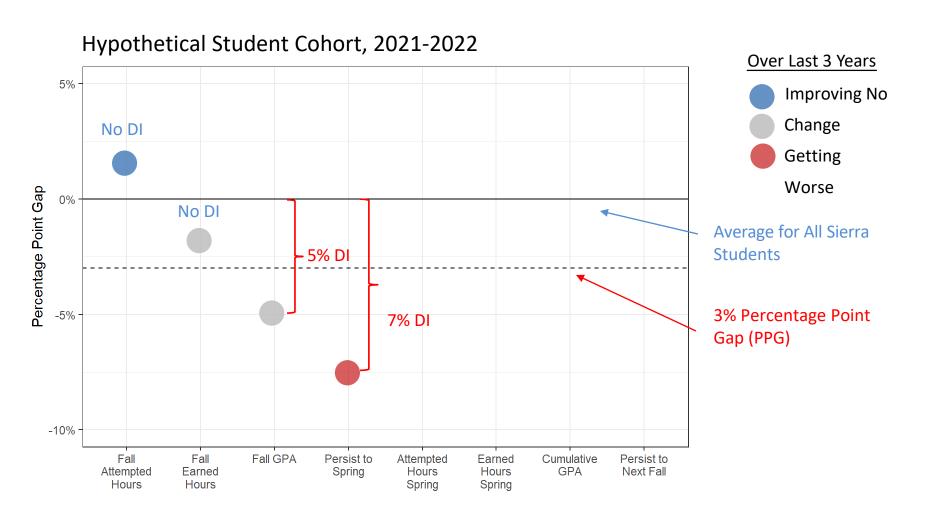






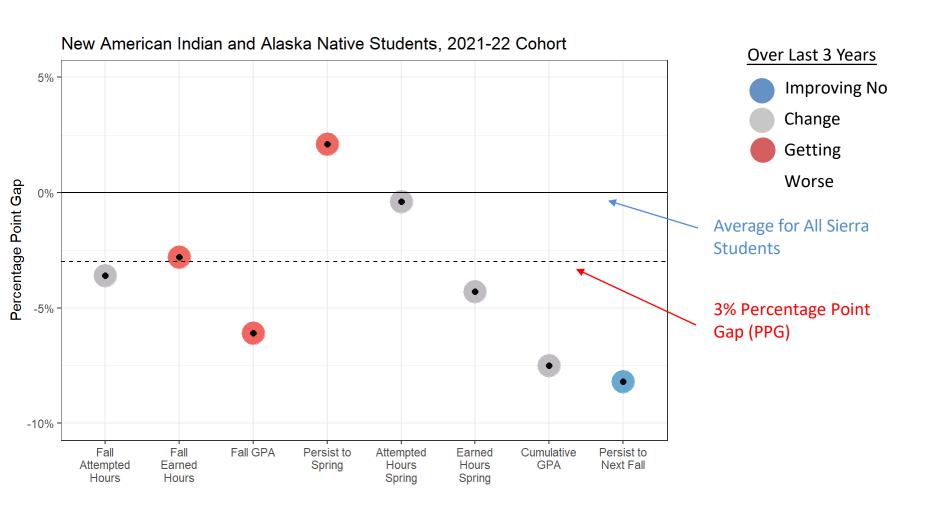
Equity Gaps and PPG





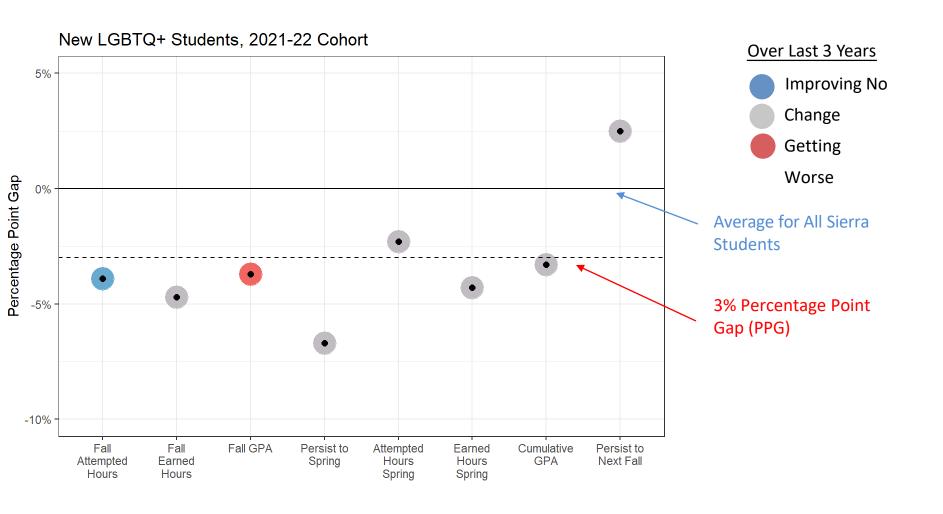
Visualizing Equity Gaps and Progress





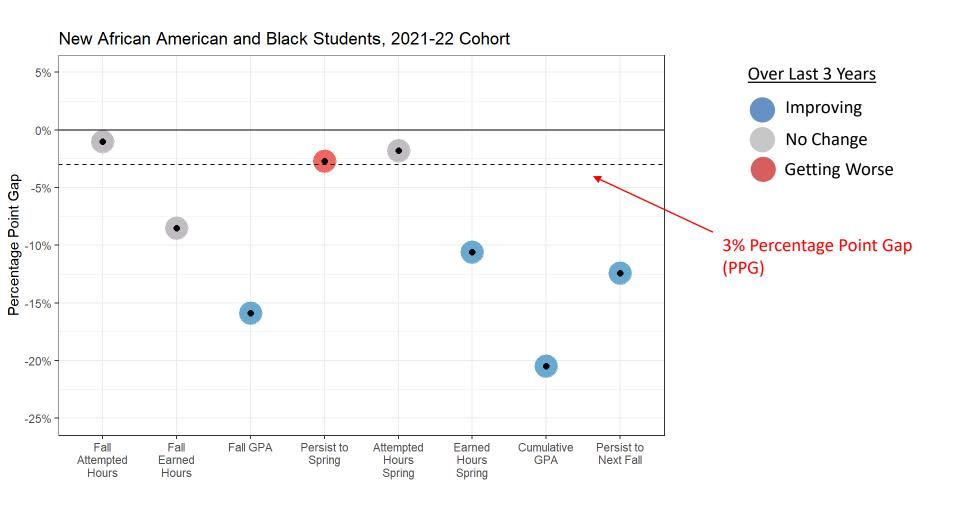
Visualizing Equity Gaps and Progress





Visualizing Equity Gaps and Progress





Take Aways and Next Steps



Take Aways and Next Steps

- 1. We have made some progress!
- 2. But some equity gaps remain
- 3. The first year is critical
 - 1. Spring retention
- 4. Expand the timeline of student experience

Afternoon Sessions

- Success Strategies for DI Groups
- 2. Humanizing with DL
- 3. Exploring unrecognized Barriers for Students
- 4. Understanding SAS

PROGRAM REVIEW

BIOLOGICAL SCIENCES

Sierra College - Office of Planning and Research September 14, 2022

Program Review is the basic unit of planning at Sierra College. It is an opportunity and commitment for each department to review its curriculum, evaluate student learning and progress, and ensure alignment to Sierra College's primary goals of increasing student completion while closing equity and achievement gaps.

How to use this document

This document is intended to give your department information that will stimulate discussion about your program —what is going well, what needs attention, and what areas for improvement your department would like to focus on in the coming program review cycle.

Based on the data and other feedback, including from your PR coach, each department will respond differently to the discussion questions—you may go very in depth in some areas and spend far less time on others.

This is a working document for your department; while your responses to the various questions should be captured as part of the record, they are not part of the formal program review submission.

STUDENTS AND ENROLLMENTS

At our core, Sierra College seeks to empower students in their educational journey. To do this we need to have a clear understanding of who our students are. This section will provide some basic demographic information about students enrolling your courses or majoring in your program and how that compares to the college as a whole.

1.1 DEMOGRAPHICS

Below are demographic comparisons for (a) Sierra's students overall, (b) students taking any Biological Sciences courses regardless of major, and (c) major students within the program.

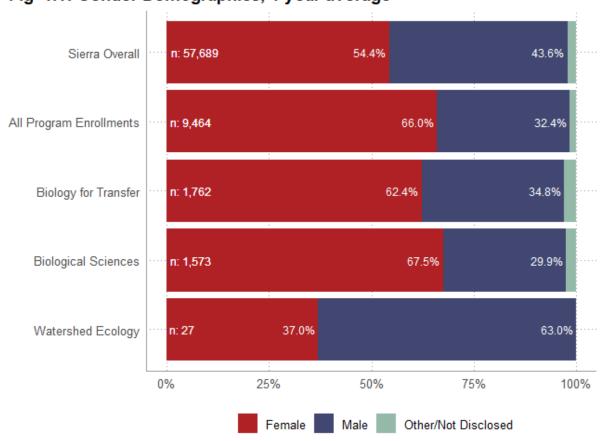


Fig 1.1: Gender Demographics, 4-year average

Gender: Compared to Sierra as a whole, female students are more likely to enroll in Biological Sciences courses. Overall in the program, female majors are overrepresented making up 64.7% of 3,151 majors in the past four years.

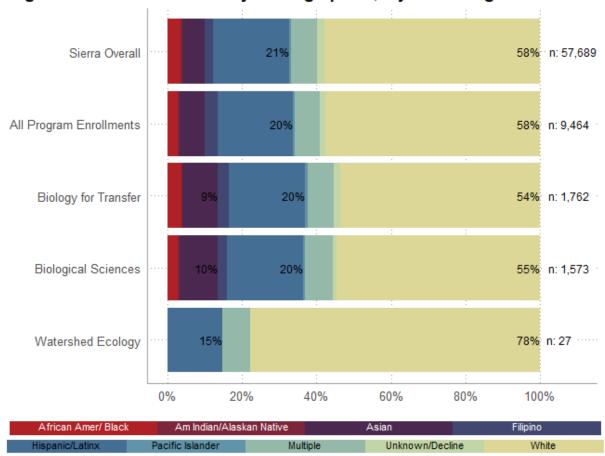


Fig 1.2: Race and/or Ethnicity Demographics, 4-year average

Race and Ethnicity: Compared to Sierra as a whole, African American and Black students are more likely to enroll in Biological Sciences courses. Overall in the program, African American and Black majors are underrepresented making up 3.2% of 3,148 majors enrolled in the past four years. The number of African American and Black majors has been decreased in recent years.

Native students are more likely to enroll in Biological Sciences courses. Overall, Native majors are underrepresented (0.4%). The number of Native majors has been decreased. Pacific Islander students are more likely to enroll in Biological Sciences courses. Pacific Islander majors are overrepresented (0.6%). The number of Pacific Islander majors has been decreased in recent years.

10% 8% 5.6% 4.9% 3.8% 3.2% 5% 2.0% 2.1% 2% 0.8% 0.8% 0.6% 0% **DSPS** Foster Youth **LGBT** Veteran All Program Enrollments Sierra Overall Program Majors

Fig 1.3: Special Pops Demographics

1.1 Discussion

- 1. Compared to the college as a whole, are your enrolled and major students' representative of the student body?
- 2. Compared to the college as a whole, who is "over-represented" in your students? Who is missing?

1.2 **DEPARTMENT ENROLLMENTS**

Biological Sciences majors make up 13.6% of the total enrollments within the program. The most common majors taking Biological Sciences classes are Allied Health - Pre-Nursing (5,034 enrollments), Biological Sciences (1,100), and Biology for Transfer (1,051).

Figure 1.4 shows the proportion of majors to non-majors in each class. Non-majors includes both students taking classes in your department for GE requirements or because they are required for their own major.

BIOL 0003 n:425 75:1 **BIOL 0002** n:426 74:4 BIOL 0001 n:699 58.4 BIOL 0016A n:149 37.6 BIOL 0016Z n:92 33.7 **BIOL 0036** n:74 29.71 **BIOL 0035** n:93 25.81 **BIOL 0033** n:364 23.6 n:92 BIOL 0015 18.5 **BIOL 0014** n:178 11:81 BIOL 0021 n:93 10.8 **BIOL 0004** n:1,602 8.3% **BIOL 0005** n:3,545 7:2% **BIOL 0010** n:1,838 6.2% n:2,179 **BIOL 0006** 6.1% n:1,127 **BIOL 0055** 5.2% n:175 BIOL 0007A 4.6% n:306 BIOL 0005X 3.9% n:1,376 BIOL 0011 2.5% BIOL 0007B n:93 2.2% n:487 **BIOL 0056** 2.1% n:248 BIOL 0056L 0.8% 0% 25% 50% 75% 100% Major Student Enrollment

Fig 1.4: Proportion of Major/Non-Majors by Course, 4-Year Average

Figures 1.5, 1.6, and 1.7 show all students enrolled in department courses during the 2021-22 year. Enrollments are tracked at four points: The first day of class, census, the end of term (EOT) and the number of successful student at end of term (Success).

During the 2021-22 academic year, Sierra overall saw a drop from 100% on Day 1 to 73% by census and 63% by the end of the term (EOT).

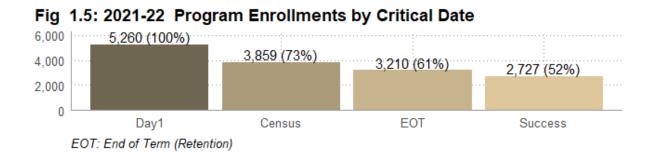
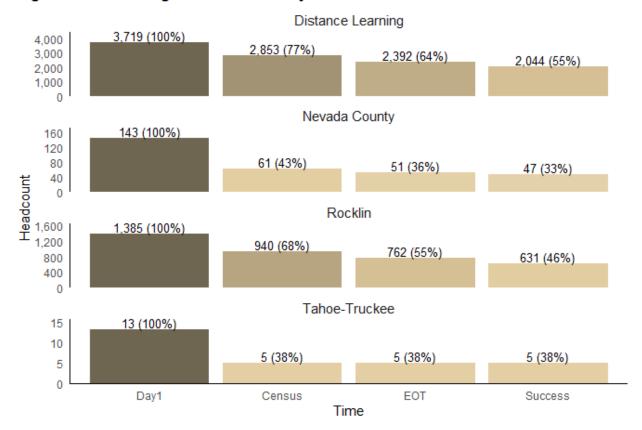


Fig 1.6: 2021-22 Program Enrollments by Location



Online 4,000 3,000 2,000 1,000 3.691 (100%) 2,827 (77%) 2,369 (64%) 2,022 (55%) Hybrid (online and classroom) 1,500 1,269 (100%) 1,000 859 (68%) 683 (54%) 556 (44%) 500 Classroom Headcount 200 150 100 50 0 174 (100%) 110 (63%) 101 (58%) 96 (55%) Field Studies 47 (100%) 37 (79%) 34 (72%) 31 (66%) College Career Access Pathways 28 (100%) 26 (93%) 30 23 (82%) 22 (79%) 20 10 0 Census EOT Success Day1 Time

Fig 1.7: 2021-22 Program Enrollments by Instruction Method

1.2 Discussion

- 1. Looking at Figure 1.4, which of your classes serve primarily majors and which non-majors? Anything surprising there?
- 2. In viewing the different enrollment trends in Figures 1.5, 1.6 and 1.7, does your department have areas of concern or interest? Are students disproportionately withdrawing/dropping at certain critical dates? Are there notable differences between campuses or modalities?
- 3. Are there any areas in this enrollment section into which you'd like a deeper dive?

2 STUDENT SUCCESS

2.1 COURSE SUCCESS, ALL ENROLLED STUDENTS

All counts and averages in this section are four-year averages and counts in Biological Sciences. The department average over the past four years was 73%.

Table 2.1: Departmental Success by Year

2018-19	2019-20	2020-21	2021-22
73.9%	73.9%	73.3%	70.7%

Figure 2.1 below shows course averages and enrollment counts over the past four years.

Fig 2.1: Course Success, Four-Year Average and Counts

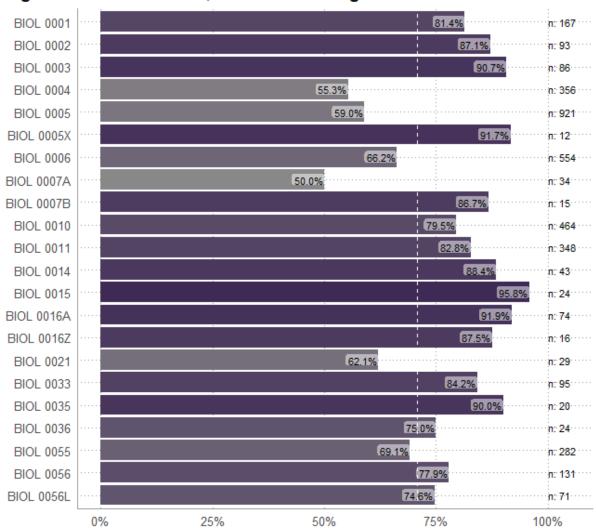
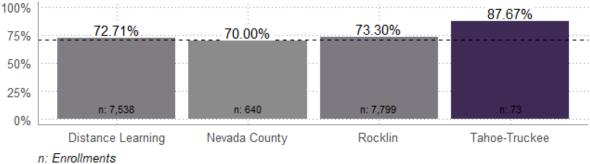


Fig 2.2: Course Success by Location

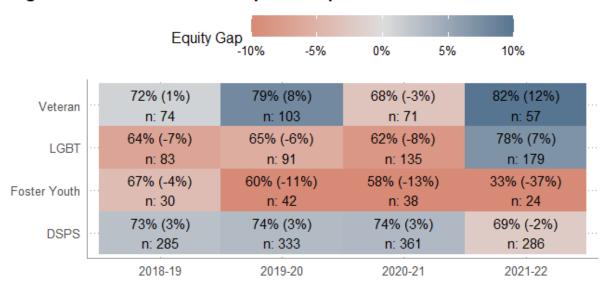


Equity Gaps: Disproportionate impact (DI) occurs when a subset of students based on student characteristic such as age, race, and gender are unjustifiably experiencing lower outcomes compared to the total student population. The Chancellor's Office considers the percentage point gap (PPG) methodology to be the simplest way to determine inequities in outcomes between student populations. Their formula compares the success rate for a subgroup, i.e. gender or race/ethnicity, to the percentage for all students who enrolled in the program. The result is an equity gap.

Subgroups with equity gaps greater than 3% should be considered DI and worthy of further investigation. The threshold for DI widens for smaller subgroups: Pay special attention to subgroups with fewer than 100 students and an equity gap greater than 10% behind.

Use Figure 2.3 to determine if there were any equity gaps in your special populations.

Fig 2.3: Course Success for Special Populations



Use Figures 2.4 and 2.5 to determine if there are any equity gaps by gender.



Fig 2.4: Course Success by Gender

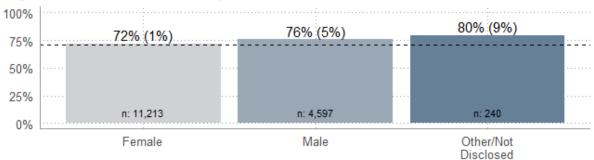
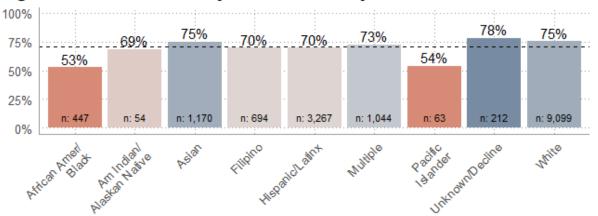


Fig 2.5: Course Success by Academic Year: Gender



Use Figures 2.6 and 2.7 to determine if there are any equity gaps by race or ethnicity.

Fig 2.6: Course Success by Race or Ethnicity



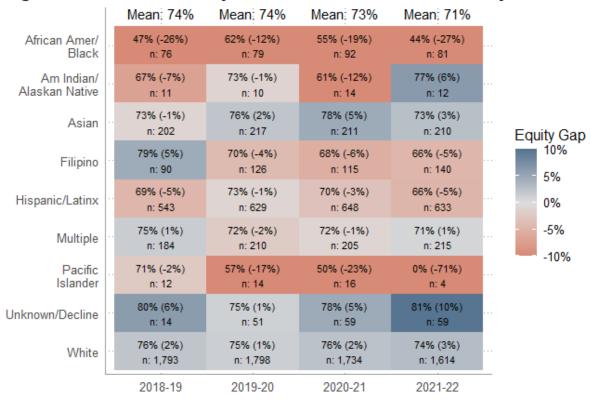


Fig 2.7: Course Success by Academic Year: Race or Ethnicity

2.1 Discussion

- 1. Viewing the different course success rates for all enrolled students by demographic, location, and delivery method, does your department have areas of interest? Which students are doing well?
- 2. Reflecting back on the past couple of years, what some tools or ideas your department has implemented to close equity gaps? Does this data reveal any equity gaps? Are there any areas in this section into which you'd like a deeper dive?
- 3. Looking back on Figure 2.1, are there specific courses that stand out as having either higher or lower success rates? What more would you like to find out about these classes?
- 4. [CTE] Discuss how the program plans to improve CTE student progress and outcomes.

Table 2.2: Headcount of Active Majors by Academic Year

Major	2018- 19	2019- 20	2020- 21	2021- 22
Biology for Transfer	653	741	676	617
Biological Sciences	695	694	527	384
Watershed Ecology	12	14	11	7
Total	1,360	1,449	1,214	1,008

This document makes an intentional distinction between enrolled students and major students. In this section, you will see success rates for major students and their major courses both in and outside of your own department. Each department should take a sense of ownership over their own major students, including major success and trends in coursework outside of the department.

Programs that primarily serve their own majors, like Business or Engineering, may see some overlapping trends between the previous sections covering enrolled student success and this section covering major student success.

Enrolled Students: Students taking any Biological Sciences courses, regardless of major

Major Students: Students declared as Biological Sciences majors

Cohort: A group of first-time students enrolled in the same academic year, i.e. the 2021-22 cohort

Major Student Persistence

Student persistence is the proportion of students who continued from one term to another. In Table 2.2, we're tracking how many Biological Sciences majors re-enrolled in any coursework into their second Fall term by cohort.

Table 2.3: Major Students: First-to-Second Fall Persistence, Cohort Headcount by Academic Year

Cohort	2018-19	2019-20	2020-21	2021-22
Proportion	29.8%	25.3%	28.2%	25.5%
Headcount	594	445	393	269

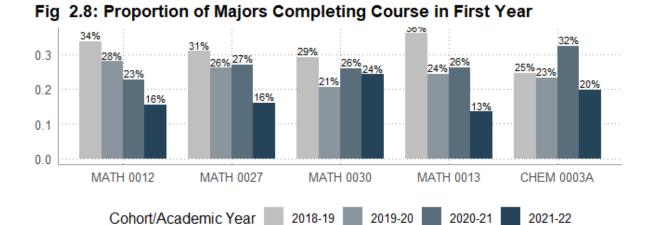
Major Student First-Year Course Completion

This table shows the overall count and percentage of majors who completed at least one major course during their first year. The course may not necessarily be in the department.

Table 2.4: Major Students: Proportion Taking First-Year Coursework, Cohort Headcount by Academic Year

Cohort	2018-19	2019-20	2020-21	2021-22
Proportion	58.4%	57.1%	62.3%	62.8%
Headcount	594	445	393	269

Figure 2.8 below details the proportion of major students taking common major coursework in their first year. The courses shown are five of the more popular courses completed by majors during their time at Sierra. Each course shows the proportion of majors (by cohort) that complete the course in their first year.



Figures 2.9 and 2.10 look at what courses students frequently take in their first year.

Fig 2.9: Most Frequent Major Courses Taken in First Year

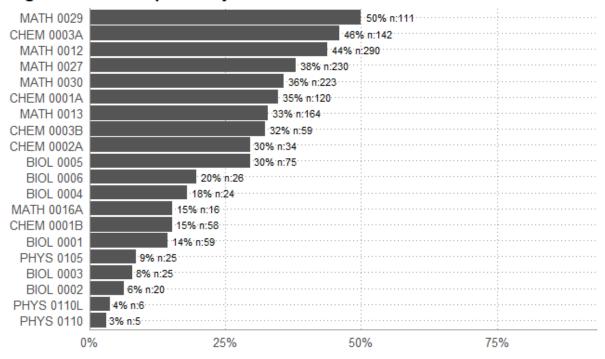
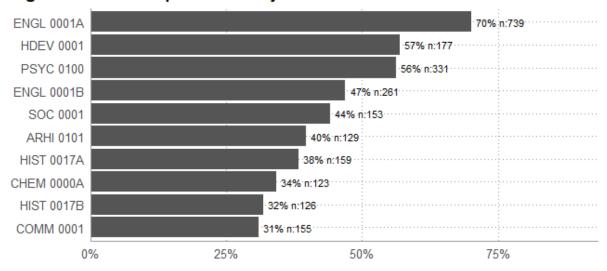


Fig 2.10: Most Frequent Non-Major Courses Taken in First Year



Course Success: Major Student Enrollments in Major Coursework

Majors are often required to take coursework outside of the Biological Sciences department. Below are success metrics for major-required coursework both in and outside of the program.

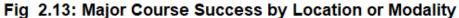
81.9% **BIOL 0001** n: 408 ······ BIOL 0002 87.7% n: 317:----BIOL 0003 91.59 n: 319 **BIOL 0004** 66.2% n: 133 BIOL 0005 65.7% n: 254 **BIOL 0006** 73.5% n: 132:----91.19 BIOL 0016A n: 56 66.39 BIOL 0033 n: 86 68.59 CHEM 0001A n: 346:.... CHEM 0001B 67.0% n: 382 ····· CHEM 0002A 75.79 n: 115 ···· **CHEM 0003A** 63.1% n: 309: CHEM 0003B 81.39 n: 182: MATH 0012 47.1% n: 662 73.6% MATH 0013 n: 500: MATH 0016A 66.7% n: 105) 50.5% MATH 0027 n: 606 MATH 0029 60.8% n: 222 MATH 0030 53.1% n: 623 PHYS 0105 74.8% n: 290 PHYS 0110 79.9% n: 164 PHYS 0110L 85.7% n: 161 0% 25% 50% 75% 100%

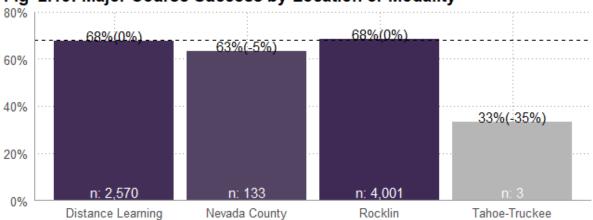
Fig 2.11: Student Success: Major Students Enrolled in Major Courses

TODO: Fix label coloring

BIOL 76% (n: 332) 79% (n: 318) 80% (n: 258) CHEM 73% (n: 271) 71% (n: 293) 68% (n: 202) 64% (n: 277) MATH 53% (n: 509) 55% (n: 559) 59% (n: 545) 58% (n: 436) **PHYS** 77% (n: 104) 71% (n: 102) 2018-19 2019-20 2020-21 2021-22

Fig 2.12: Student Success: Major Students in Major Courses by Subject





Equity Gaps: Major Student Enrollments in Major Coursework

TODO: Special Pops by Subj (check enrollment counts)

Fig 2.14: Major Course Success by Special Pops

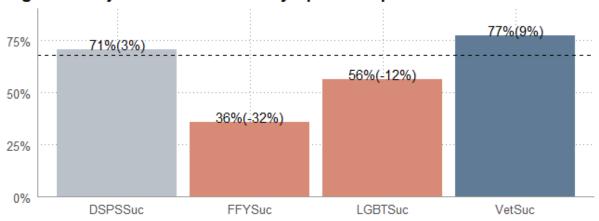


Fig 2.15: Student Success: Major Students in Major Courses by Subject, Gender

	Mean: 80%	Mean: 69%	Mean 56%	Mean 78%
Female	79% (-1%)	67% (-2%)	54% (-2%)	75% (-3%)
	n: 633	n: 523	n: 973	n: 175
Male	82% (2%)	73% (3%)	59% (3%)	82% (4%)
	n: 331	n: 289	n: 527	n: 130
Other/Not	87% (6%)	77% (8%)	64% (8%)	74% (-4%)
Disclosed	n: 29	n: 13	n: 35	n: 7
	BIOL	CHEM	MATH	PHYS

Fig 2.16: Student Success: Major Students in Major Courses by Subject, Ethnicity

	Mean: 78%	Mean: 56%	Mean: 69%	Mean: 80%	
African Amer/ Black	 71% (-6%) n:5	47% (-10%) n:50	56% (-14%) n:17	67% (-14%) n:28	
Am Indian/ Alaskan Native	 100% (22%) n:2	67% (10%) n:5	67% (-3%) n:2	75% (-5%) n:4	
Asian	 78% (0%) n:41	60% (4%) n:153	75% (5%) n:83	82% (2%) n:108	
Filipino	 89% (11%) n:17	69% (13%) n:46	77% (8%) n:30	87% (7%) n:36	
Hispanic/Latinx	 73% (-5%) n:60	45% (-11%) n:309	63% (-7%) n:152	78% (-2%) n:157	
Multiple	 79% (1%) n:18	62% (5%) n:127	68% (-1%) n:61	84% (3%) n:62	
Pacific Islander	 100% (22%) n:1	43% (-13%) n:12	50% (-19%) n:2	40% (-40%) n:3	
Unknown/Decline	 78% (0%) n:4	64% (8%) n:24	65% (-4%) n:11	83% (3%) n:11	
White	 78% (0%) n:164	59% (3%) n:809	70% (1%) n:465	81% (0%) n:584	
	PHYS	MATH	CHEM	BIOL	

2.2 Discussion

- 1. Using Figures 2.9 and 2.10, what are some of the more common courses taken by major students? Are students taking more major coursework or general education (non-major) in their first year? Are they well balanced?
- 2. Viewing the different course success rates by demographic, location, and delivery method, does your department have areas of interest? What did you find interesting?

2.3 NON-MAJOR SUCCESS

The charts in Sections 1.2 Department Enrollments and 2.1 Course Success, All Enrolled Students will help you identify which classes are primarily taken by non-majors — either students who need the class for another major or who are taking the class to fulfill a GE requirement — and how well they are doing in those classes.

2.3 Discussion

Please use your knowledge of the curriculum to distinguish between classes that are required for students in other majors and classes that are taken primarily by GE students.

- Considering the data above, counselor feedback, and your knowledge of the curriculum, how does your department support other majors?
- 2. What courses are students taking because they are required/options for majors in other programs? How are students from these majors doing in your courses?
- 3. Which other departments would you like to engage with to discuss how their students are doing in your classes?
- 4. Which courses serve GE students? How are those students doing?
- 5. Considering all the data above, does your program primarily serve majors, non-majors, or both?What implications does this have for how you think about your curriculum?
- 6. Does the discussion above suggest that there are any areas where changes to curriculum could help your department better support non-majors?

2.4 PROGRAM COMPLETION

The Biological Sciences department recently offered and awarded the following degrees and certificates.

Table 2.5: Degrees and Certificates, Per Year (Comprehensive)

Degree	Major	2018- 19	2019- 20	2020- 21	2021- 22	Total
AA/AS	Biological Sciences	76	122	77	62	337
AS-T	Biology for Transfer	21	28	26	28	103
AA/AS	Watershed Ecology	3	1	1	0	5
CERT: CoA	Watershed Ecology	1	1	0	0	2
Total	-	101	152	104	90	447

The table below shows the average number of units for a student at the time of earning their award. Note: Awards with zero units didn't have any students complete an award that year.

Table 2.6: Units at Degree/Certificate Completion

Degree	Major	2018- 19	2019- 20	2020- 21	2021- 22
AA/AS	Biological Sciences	76.3	76.9	80.4	76.9
AA/AS	Watershed Ecology	85.5	0.0	37.2	0.0
AS-T	Biology for Transfer	81.4	83.2	80.0	91.5

Table 2.7 (below) is a headcount of the declared majors earning degrees in your department during the past four years.

Table 2.7: Majors Earning Department Degree, 4 years

Declared Major	Award Count
Allied Health - Pre-Nursing	140
Biological Sciences	105
Biology for Transfer	89
Registered Nursing	26
Environ Studies_Sustain	14
Natural Science	12
Health Science	5
Allied Health - General Option	4
Psychology for Transfer	4
Watershed Ecology	3

Table 2.8 takes a look at what awards majors in your department are earning.

Table 2.8: Top 10 Degrees Earned by Actively Declared Biological Sciences Majors

MAJOR_DESC	2018- 19	2019- 20	2020- 21	2021- 22	Total
Biological Sciences	76	122	77	59	334
Biology for Transfer	21	28	26	27	102
Watershed Ecology	4	1	1	0	6
Total	101	151	104	86	442

Comparing those with the number of majors and the degrees awarded by major, please discuss how the degrees and certificates are aligned to university programs, industry demand, or other Sierra College priorities. Award data was provided in the previous section.

2.4 Discussion

 Comparing those with the number of majors and the degrees awarded by major, please discuss how the degrees and certificates are aligned to university programs, industry demand, or other Sierra College priorities. Award data was provided in the previous section.

2.5 WORKFORCE LIVING WAGE JOBS

TODO: CTEOS Responses

All CTE programs are required to report out on as part of our Perkins and Strong Workforce funding documents include the following: student performance data, program quality, labor market needs, educator development and special populations' access to programs.

Additionally, each year all CTE programs must address these categories and criteria:

Size: Parameters/resources that affect whether the program can adequately address student-learning outcomes.

Scope: Programs of Study are part of or working toward inclusion within a clearly defined career pathway with multiple entry and exit points.

Quality: A program must meet two out of the following three criteria: the program develops (1) high skilled individuals, (2) individuals who are competitive for high wage jobs, and (3) individuals who are trained for indemand occupations.

- 1. High-skilled: Programs that result in industry-recognized certificates, credentials, or degrees.
- 2. High-wage: High-wage is anything that is above the median wage for all occupations
- 3. In-demand: Occupations that are identified in the Occupation in Demand index and/or through comprehensive local needs assessment.

4. [CTE] Describe how the program ensures relevancy to both students and business/industry as reflected in labor market data.

2.5 Discussion

Skip this section if your department doesn't have labor market information.

- 1. Does the labor market data show that there are regional living wage jobs for each of your degrees or certificates? If not, what are the other reasons for continuing to offer the awards?
- 2. As far as available data indicates, are your graduates able to find living wage jobs related to their degrees or certificates? If not, in what areas are they finding employment?
- 3. Based on labor market data, advisory input, and current discipline standards, how you have kept your offerings up to date to address changes in the field.?

2.6 COUNSELING FEEDBACK

[Survey responses and other feedback will be added here]

Section 2 Reflection - Student Success

In the student section above, you reviewed a lot of data and responded to a variety of questions. Please use this space to summarize your observations or findings. You'll have an opportunity later to recommend changes or define specific actions your department would like to take.

2.6.1 FOCUSING DISCUSSION: SECTIONS 1 & 2

In the first two sections, you looked at key metrics involving student demographics, enrollments, progress, and success. It's likely that the data confirmed some of your existing ideas about your program's strengths and areas for growth—and also that there were some surprises. The following questions are intended to help you focus on several key areas as you move into looking at your curriculum and scheduling, program assessment, departmental professional development, and resourcing. Keeping in mind Sierra's two primary goals of increasing student success and closing equity gaps, please answer the following questions:

- 1. What was the biggest surprise in the data?
- 2. In what areas is your department already doing a good job of supporting student success and equity?
- 3. What are three areas of concern that you would like to focus on as you complete the program review?

CURRICULUM, ACADEMIC MAPS, & SCHEDULING

3.1 CURRICULUM CURRENCY REVIEW

Add number of classes that are current/between 1-3 years behind/3+ years behind

3.1 Discussion

1. Considering the information provided, comment on the program's progress on curriculum currency. Is the department on track to meet accreditation standards?

3.2 COURSE SEQUENCING AND ACADEMIC MAPS

Increasing course success eventually leads to program and degree success, but all of this is predicated on providing students with accurate information about the appropriate preparation needed to succeed in courses. Prerequisites, corequisites and advisories are one method used to provide this information.

Given the impact that prerequisites, corequisites and advisories can have on a student's ability to pursue a course of study, the establishment of the same must be implemented with careful consideration of both student access and student success.

Guidelines for Title 5 Regulations Section 55003: https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Files/Prerequisites_Guidelines_55003-Final_pdf.pdf

Academic Map: https://academics.sierracollege.edu/business

The Research Office has seen improved persistence and a higher likelihood of award-earning in students who take the recommended coursework outlined in their academic plan.

Catalog, Degrees and Certificates:

https://catalog.sierracollege.edu/departments/business/#degreescertificatestext

3.2 Discussion

- Do any of your courses have prerequisites, corequisites, or advisories? Based on input from counseling, the Articulation Office, advisory committees, the Research office, or other sources where do these requirements improve student success? Are there indications that any requirements are creating barriers for student success?
- 2. Are the department's academic maps up-to-date? Are your PSLO's up-to-date?
- 3. Based on the discussion above, are there any changes to course sequencing or your program's academic maps that you'd like to consider?

3.3 COURSE OFFERINGS

This section details all courses offered in the department. Table 3.1 can be used to determine trends in the number of sections by course.

Table 3.1: Number of Sections by Course

Course	2018- 19	2019- 20	2020- 21	2021- 22
BIOL 0001	6	7	8	9
BIOL 0002	4	4	5	4
BIOL 0003	4	4	6	5
BIOL 0004	18	19	19	16
BIOL 0005	33	35	39	43
BIOL 0005X	7	8	0	1
BIOL 0006	23	28	26	30
BIOL 0007A	2	2	2	2
BIOL 0007B	1	1	1	1
BIOL 0008A	1	1	1	0
BIOL 0008B	1	1	1	0
BIOL 0010	12	17	18	18
BIOL 0011	13	15	14	15
BIOL 0014	4	4	4	5
BIOL 0015	1	1	1	1
BIOL 0016A	1	0	3	4
BIOL 0016B	1	1	1	0
BIOL 0016C	1	0	0	0
BIOL 0016D	1	0	0	0
BIOL 0016E	1	1	0	0
BIOL 0016G	1	1	0	0
BIOL 0016I	0	1	0	0
BIOL 0016K	1	0	0	0
BIOL 0016L	1	0	0	0
BIOL 0016T	0	1	0	0
BIOL 0016Z	0	1	4	1
BIOL 0017B	1	0	0	0
BIOL 0021	3	5	9	9
BIOL 0023	1	1	0	0

Course	2018- 19	2019- 20	2020- 21	2021- 22
BIOL 0024	1	1	0	0
BIOL 0033	4	4	3	4
BIOL 0035	1	1	1	1
BIOL 0036	1	1	0	1
BIOL 0055	11	12	15	14
BIOL 0056	4	6	5	7
BIOL 0056L	2	3	3	5

Table 3.2 shows the total number of sections offered by campus over the past four years.

Table 3.2: Course Section Offerings by Campus, 4-Year Totals

Course	Distance Learning	Rocklin	Nevada County	Tahoe-Truckee	
BIOL 0001		8	9	0	0
BIOL 0002		5	4	0	0
BIOL 0003		6	5	0	0
BIOL 0004	-	19	17	2	0
BIOL 0005	4	17	33	4	0
BIOL 0005X		0	9	2	0
BIOL 0006		28	29	2	0
BIOL 0007A		2	2	0	0
BIOL 0007B		1	1	0	0
BIOL 0008A		1	1	0	0
BIOL 0008B		1	2	0	0
BIOL 0010	-	19	7	1	0
BIOL 0011	·	17	12	2	1
BIOL 0014		4	4	0	1
BIOL 0015		1	1	0	0
BIOL 0016A		5	3	0	0
BIOL 0016B		1	1	1	0
BIOL 0016C		0	1	0	0
BIOL 0016D		0	1	0	0
BIOL 0016E		0	1	0	0
BIOL 0016G		0	1	0	0
BIOL 0016I		0	1	0	0

Course	Distance Learning	Rocklin	Nevada County	Tahoe-Truckee	
BIOL 0016K		0	1	0	0
BIOL 0016L		0	1	0	0
BIOL 0016T		0	1	0	0
BIOL 0016Z		4	1	1	0
BIOL 0017B		0	1	0	0
BIOL 0021	1	11	9	0	0
BIOL 0023		0	2	0	0
BIOL 0024		0	1	0	0
BIOL 0033		4	4	0	0
BIOL 0035		1	1	0	0
BIOL 0036		1	0	0	0
BIOL 0055	<u>1</u>	16	10	5	0
BIOL 0056		8	3	0	0
BIOL 0056L		6	3	0	0

Course Demand and Unmet Section Need

Unmet need compares the number of seats available to the number of students who plan to take the course in the same period. **Demand** is the extra number of seats needed to accommodate all students who plan to take the course. Negative **Demand** means there are more seats than students. Positive **Demand** mean there are more students than seats available.

Table 3.3: Course Demand [Simulated Demand for Presentation]

		2018-19		2019-20		2020-21		2021-22
Course	Seats	Demand	Seats	Demand	Seats	Demand	Seats	Demand
BIOL 0001	180	4	210	5	240	6	270	6
BIOL 0002	120	-6	120	-6	150	-8	120	-6
BIOL 0003	120	11	120	11	180	17	150	14
BIOL 0004	540	33	570	34	570	34	480	29
BIOL 0005	990	162	1,050	172	1,170	192	1,290	211
BIOL 0005X	210	15	240	17	0	0	30	3
BIOL 0006	690	-88	840	-107	780	-99	900	-115
BIOL 0007A	60	-1	60	-1	60	-1	60	-1
BIOL 0007B	30	6	30	6	30	6	30	6
BIOL 0008A	30	6	30	6	30	6	0	0
BIOL 0008B	30	2	30	2	30	2	0	0

		2018-19		2019-20		2020-21		2021-22
Course	Seats	Demand	Seats	Demand	Seats	Demand	Seats	Demand
BIOL 0010	360	1	510	1	540	1	540	1
BIOL 0011	390	15	450	18	420	17	450	18
BIOL 0014	120	0	120	0	120	0	150	0
BIOL 0015	30	1	30	1	30	1	30	1
BIOL 0016A	30	1	0	0	90	2	120	3
BIOL 0016B	30	4	30	4	30	4	0	0
BIOL 0016C	30	0	0	0	0	0	0	0
BIOL 0016D	30	0	0	0	0	0	0	0
BIOL 0016E	30	0	30	0	0	0	0	0
BIOL 0016G	30	5	30	5	0	0	0	0
BIOL 0016I	0	0	30	1	0	0	0	0
BIOL 0016K	30	4	0	0	0	0	0	0
BIOL 0016L	30	4	0	0	0	0	0	0
BIOL 0016T	0	0	30	2	0	0	0	0
BIOL 0016Z	0	0	30	0	120	-3	30	0
BIOL 0017B	30	4	0	0	0	0	0	0
BIOL 0021	90	9	150	14	270	25	270	25
BIOL 0023	30	-2	30	-2	0	0	0	0
BIOL 0024	30	4	30	4	0	0	0	0
BIOL 0033	120	2	120	2	90	2	120	2
BIOL 0035	30	4	30	4	30	4	30	4
BIOL 0036	30	-2	30	-2	0	0	30	-2
BIOL 0055	330	-48	360	-53	450	-66	420	-62
BIOL 0056	120	11	180	16	150	13	210	19
BIOL 0056L	60	-2	90	-3	90	-3	150	-6

3.3 Discussion

- 1. What trends are you seeing in terms of number of sections of a course offered, either overall or by location/modality? Any thoughts about what might be behind these trends? Based on how often they are offered, are any courses potential candidates for archiving?
- 2. How does the number of available seats compare to the number of students who need to enroll? Are there any bottlenecks or roadblocks for students trying to take these courses? Are any of these bottleneck courses prerequisites for other courses? How are these courses impacting students from progressing within through the program?

- 3. Considering the number of sections offered and their location/modality, at which sites can students complete all major coursework (assuming access to online classes)? How does the department support major students at sites with fewer enrollments?
- 4. Based on the number of active majors and input from the sites, are the course offerings and supports available at each site appropriate?
- 5. Course scheduling for general education: If your department offers general education courses, consider how these offerings fit into the GE patterns and with other courses in the same GE area.
- 6. Do students have many choices in this GE area? Relatively few?
 - a. Are there any courses that should be in a GE pattern, but aren't? Any that might be removed from GE patterns because of changes to the course or to the GE requirements?
 - b. Based on enrollments in GE courses and input from the sites, are an appropriate number of GE sections being offered across a spread of times/days/modalities?
 - c. Does input from counseling, the Articulation Office, advisory committees, the Research office, or other sources indicate any changes to GE or other articulation agreements should be explored?
- 7. [CTE] Describe how the program uses effective CTE practices.
- 8. [CTE] Provide examples of CTE courses when course content evolves to meet changes in skill requirements.
- 9. [CTE] Describe how the program has evaluated, strengthened and revised the curriculum to ensure alignment from education to employment.
- 10. [CTE] Based on the last three years of advisory board recommendations, what program improvements were you unable to implement and why? Please provide details.

Section 3 Reflection

In the section above, you reviewed your curriculum currency, maps, and course offerings; in Section 2, you looked at data about your degrees and certificates. Additionally, you've gotten feedback about your courses and programs from counselors, students, curriculum, and articulation. Taking all of this information into account,

- 1. Highlight a course or series of courses that are worth celebrating. What makes these courses so successful?
- 2. Does the department want or need to add new coursework? Are there courses need some revision? Are any courses in need of major overhauling or archiving?
- 3. Which awards are particularly successful? Are there any awards that need some revision? If any, what are the basic revisions that would need to be made?
- 4. After reflecting on some of strengths in the program, what attributes make your courses and awards more useful to students in terms of transfer or workforce, reduce equity gaps, or increase

student success overall? How might we adjust practices to ensure similar success in other courses or awards that may not be as successful?

LEARNING OUTCOMES ASSESSMENT LEARNING OUTCOMES DATA

4.1 OUTCOMES ASSESSMENT

Please refer to the *Student Learning Outcomes Assessment Summary (SLAS)* Dashboard under the *Department and Division Data* Reporting Tab.

4.1 Discussion

- 1. Do a high percentage of department faculty, both full and part time, participate in outcomes assessment? If so, what strategies have been successful in encouraging participation? If not, how might we adjust practices to encourage participation?
- 2. Do the DAA forms show a consistent pattern of planning for improvement and closing the loop? If not, are there department-specific barriers preventing the completion of the assessment cycle?

4.2 ASSESSMENT RESULTS

Please refer to the *Canvas Student Learning Outcomes* Dashboard under the *Department and Division Data* Reporting Tab.

4.2 Discussion

- 1. What teaching strategy, improvement plan, project or response to student learning assessment is your department most proud of?
- 2. How does the department model excellence in teaching with a focus on student learning outcomes? Are there opportunities to mentor, coach, and/or train faculty and orient them to learning outcomes, educational approaches, or teaching strategies?
- 3. What is contributing to outcome achievement levels across the discipline/department? If the department has high outcome achievement rates across all demographics, share what contributes to that success. If the department is experiencing gaps, identify potential causes or areas to explore.
- 4. If you identified an improvement plan, what changes based on SLO assessment affected and/or improved learning?

Section 4 Reflection - Learning Outcomes

One of the key responsibilities for an academic department is to ensure all students are learning key concepts within a discipline.

- 1. Please discuss the department's progress in improving student learning, particularly in eliminating equity gaps.
- 2. If the department has made changes to content or practices to improve learning amongst specific student groups, please discuss any progress or findings.
- 3. When you reflect on the three areas of focus you outlined at the end of the previous section, what opportunities do you see to use SLO assessment to improve in those areas?

PROFESSIONAL DEVELOPMENT

5.1 DEPARTMENT FACULTY PROFESSIONAL DEVELOPMENT

Table 5.1: Number of Sections by Course

Training	Headcount	Enrollments
Academic Senate Hour	2	4
Advanced Canvas Tools: Rubrics	2	2
Department Chair Meeting	2	4
Department Learning Community for Black Student Success	1	3
Department Meeting	2	6
Department Planning and Assessment Meeting	2	4
Division Meeting	1	2
Fall 2021 Convocation	2	2
Fall 2021 Workshops on Wednesday (WoW)	2	4
Using Canvas Outcomes for SLO Assessment	2	3

5.2 DEPARTMENT EQUITY WORK

Describe the work your department has done to support equitable outcomes for all students and eliminate equity gaps.

5.3 TO WHAT DEGREE HAVE FACULTY COMPLETED THE COURSE EQUITY SCORECARD?

Section 5 Reflection - Professional Development

- 1. What professional development has faculty in your department participated in over the past couple of years?
- 2. Are the majority of your department faculty, both FT and PT, engaged in professional development? How engaged is your faculty in equity trainings?
- 3. In what areas of professional development is the faculty least engaged? What might be some department-specific causes for this?
- 4. When you consider the areas your programs are doing very well in, as well as the areas of concern you've identified, what connections do you see with faculty participation in professional development trainings?
- 5. [CTE] Describe how program enhances professional development opportunities for CTE faculty to maintain industry and program relevancy.
- 6. Are there professional development opportunities you'd like to see developed?

DEPARTMENT STAFFING

In order to ensure learning and help students succeed, every department needs the appropriate number of staff in order to teach and support learning.

6.1 DEPARTMENT FULL-TIME, PART-TIME, OVERLOAD DISTRIBUTION

FTEF: Full-time equivalent faculty

Fig 6.1: Full-Time Equivalent Faculty

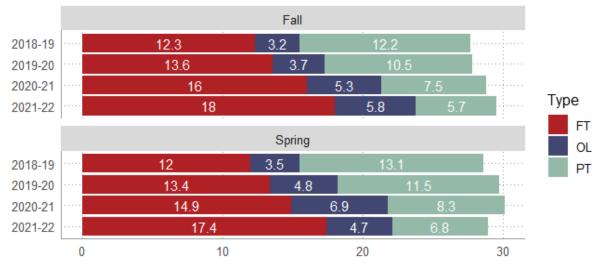


Table 6.1: Count of Sections Taught by Full- Or Part-Time Status

		2018-19		2019-20	2020-21 2021-22 Fall Spring Fall Spring 43 43 62 49			
Full- or Part-Time	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Full-Time	42	41	41	40	43	43	62	49
Overload	22	20	22	33	25	31	33	21
Part-Time	47	54	42	45	31	34	27	26
Total	111	115	105	118	99	108	122	96

Table 6.2: Faculty Headcount

	2018-19		2019-20		2020-21		2021-22	
Full- or Part-Time	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
F	12	13	15	14	16	16	18	18
Р	31	32	26	29	19	21	15	17
Total	43	45	41	43	35	37	33	35

Table 6.3: Classified Professionals Assigned to Department

Title Count

6.2 FACULTY DEMOGRAPHICS

Fig 6.2: Faculty Race and Ethnicity Demographics

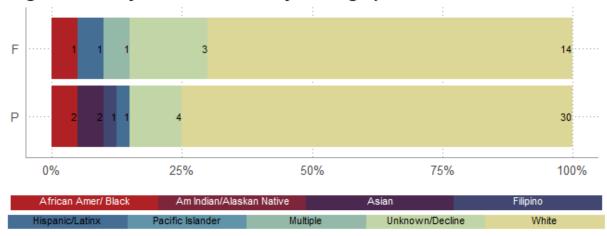
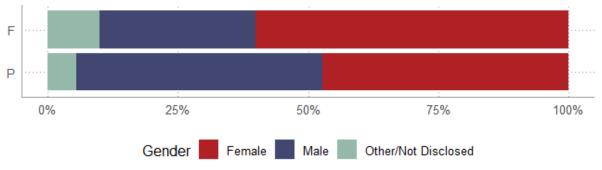


Fig 6.3: Faculty Gender Demographics



Age Range 20 to 29 30 to 39 40 to 49 50 to 59 60+

Fig 6.4: Faculty Age Range Demographics

6.2 Discussion

- 1. Considering the student information provided in previous sections (number of majors, waitlist data, students enrolled, etc.) and the current or historical staffing levels, please describe the state of staffing in your department. Does the department have sufficient full-time, part-time, and classified staff to maintain current levels of sections at each location or modality?
- 2. Part-time faculty teach a large proportion of sections in most departments. Please describe how the department works to integrate part-time faculty into departmental operations and decision making.
- 3. Does your department have an adequate pool of part-time faculty? If not, what are the specific barriers to recruitment or availability?
- 4.[CTE] Does program have a pool of qualified CTE instructors?
 - 5. If your department has classified staff, how are classified staff viewpoints and professional opinions integrated into departmental operations and decision making.

Reflection - Staffing

In the student section above, you reviewed who works in the department. Please use this space to summarize your observations or findings. You'll have an opportunity later to recommend changes or define specific actions your department would like to take.

RESOURCES

The day-to-day operations of an academic department require a variety of resources to ensure student learning.

NCC

Rocklin

Roseville

Tahoe-Truckee

Reflection - Resources

In the student section above, you reviewed []. Please use this space to summarize your observations or findings. You'll have an opportunity later to recommend changes or define specific actions your department would like to take.

APPENDIX

A. CTE

https://www.labormarketinfo.edd.ca.gov/commcolleges/

https://coeccc.net/region/greater-sacramento/

https://coeccc.net/our-research/

Section 2 Discussion - Student Success

Discuss how the program plans to improve CTE student progress and outcomes.

Describe how program ensures relevancy to both students and business/industry as reflected in labor market data.

Section 3 Discussion - Curriculum

Describe how the program uses effective CTE practices.

Provide examples of CTE courses when course content evolves to meet changes in skill requirements.

Describe how the program has evaluated, strengthened and revised the curriculum to ensure alignment from education to employment.

Based on the last three years of advisory board recommendations, what program improvements were you unable to implement and why? Please provide details.

Section 5 Discussion - Professional Development

Describe how program enhances professional development opportunities for CTE faculty to maintain industry and program relevancy.

Section 6 Discussion - Staffing

Does program have a pool of qualified CTE instructors?

B. DEFINITIONS AND RESOURCES

Enrolled Students: Students enrolled in any program course

Major Students: Students with any program major designation

Sierra Overall: Students enrolled at Sierra, regardless of program or major.

All Program Enrollments: Students enrolled in program, regardless of major.

Percentage Point Gap Method: https://www.cccco.edu/-/media/CCCCO-Website/About-Us/

Divisions/Digital-Innovation-and-

Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx

EVENT

Equity and Inclusion Certificate - Unit 1 (Fast-track)

Last Updated 05/20/2020

Details

This course is the first unit of the 3-unit Sierra College Equity and Inclusion Faculty Certificate Series. In this unit, faculty will be introduced to equity and inclusion as well as learn theories and strategies to begin implementing equity-minded practices in their own learning environments, including the classroom, online environment, and student services environments. The course is fully online through Canvas. This course is fast-tracked over 6 weeks this summer, so participants should expect to spend approximately 6-9 hours per week reviewing course materials, participating in interactive online activities, and completing assignments. Participants must complete Unit 1 prior to enrolling in Unit 2 of the Equity and Inclusion Faculty Certificate Series. Upon completion of Unit 1, faculty participants are eligible to receive either (A) a \$500 stipend or (B) 1 unit of upper division FERC. To receive the stipend or FERC, participants must earn a "Completion" in the class, which is achieved by participating in all class activities and successfully completing all assignments.

Course Dates: June 8 - July 19, 2020

**NOTE: This is not eligible for Flex credit.

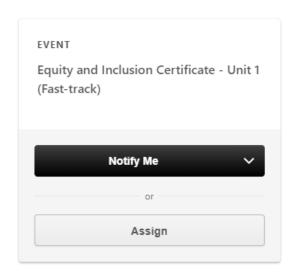
Provider Sierra College

Available Language(s)

Subject(s) <u>Diversity/Equity/Cultural Intelligence</u>

English (US)

TITLE 5 Category Staff development, in-service training and instructional improvement



Return to text

EVENT

Equity and Inclusion Certificate - Unit 2 (Summer) (Stipend or FERC)

Last Updated 02/28/2022

Details

This course is the second unit of the 3-unit Sierra College Equity and Inclusion Faculty Certificate Series. In this unit, faculty participants will utilize the Understanding by Design framework to develop equity-minded, culturally responsive, and learner-centered materials, strategies, and practices for their learning environments. Participants must have successfully completed Unit 1 prior to enrolling in Unit 2 of the Equity and Inclusion Faculty Certificate Series. Since this is offered in the summer, this will be an accelerated course with six 1-week modules. For each module, participants are required to attend the 3-hour Zoom class and complete approximately 6 hours of individual, partner, and group assignments. Upon earning a Course Completion for the course, participants are eligible to receive either (A) a \$500 stipend or (B) 1 unit of upper division FERC. A Course Completion is achieved by attending and participating in all class sessions and successfully completing all assignments. The required Zoom Class Meetings will occur from 9am-12pm on the following Fridays:

June 18

June 25

July 9

July 16

July 23

July 30

Facilitators: Jennifer Kattman, Wayne Robinson, and Johnnie Terry

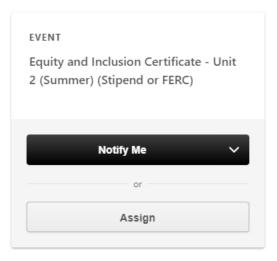
Provider Sierra College

Available Language(s) English (US)

Subject(s) <u>Diversity/Equity/Cultural Intelligence</u>

TITLE 5 Category Departmental or division meetings, conferences and workshops, and institutional

research.





EVENT

Equity and Inclusion Certificate - Unit 3 (Stipend or FERC)

Last Updated 02/28/2022

Details

This course is the third and final unit of the 3-unit Sierra College Equity and Inclusion Faculty
Certificate Series. In this capstone course, faculty participants will assess, reflect upon, and revise
their own materials, strategies, and practices utilizing an equity lens. Participants must have
successfully completed Unit 2 prior to enrolling in Unit 3 of the Equity and Inclusion Faculty
Certificate Series. There are six modules (each is 2 weeks long, with exceptions if there is a holiday).
For each module, participants are required to attend the 3-hour Zoom class and complete
approximately 6 hours of individual, partner, and group assignments. Upon earning a Course
Completion for the course, participants are eligible to receive either (A) a \$1,000 stipend or (B) 1 unit
of upper division FERC. A Course Completion is achieved by attending and participating in all class
sessions and successfully completing all assignments. The required Zoom Class Meetings will occur
from 9am-12pm on the following Fridays:

September 10

September 24

October 8

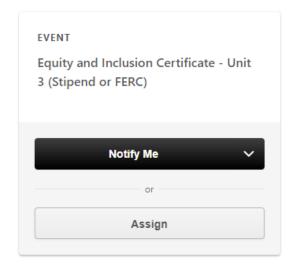
October 22

November 5

November 19

Facilitators: Jennifer Kattman, Wayne Robinson, and Johnnie Terry

Show More



Home Communities

Lears

Reports ILT

Admin

Systemwide Information

New? Start Here!

EVENT

Equitable Instruction Workshop (EIW)

Last Updated 05/08/2023

Details

The Equitable Instruction Workshop (EIW) is a three-day, in-person workshop for faculty. EIW will provide information that will enable faculty to redesign courses with a focus on culturally responsive and equitable practices to increase student success. Participants are eligible to receive a \$1000 stipend after attending all three days of EIW, completing 6 instructional artifacts, and meeting with a peer to go over these artifacts, which faculty can then use in their learning environments.

Provider Sierra College
Available Language(s) English (US)

Subject(s) <u>Diversity/Equity/Cultural Intelligence</u>

TITLE 5 Category Staff development, in-service training and instructional improvement





Learning ILT Admin Systemwide Information New? Start Here! **Communities** Reports EVENT Community of Practice: Effective Online **EVENT** Community of Practice: Effective Assessments Online Assessments Last Updated 08/10/2020 Details **Notify Me** What formative and/or summative assessments work especially well in an online environment? Bring your questions and discover what your colleagues do to design effective online assessments. Assign Sierra College Provider Available Language(s) English (US) Subject(s) Instruction TITLE 5 Category Departmental or division meetings, conferences and workshops, and institutional

Show Less

research,

From: Professional Development
Cc: Professional Development

Subject: Free CORA Trainings for Employees **Date:** Tuesday, September 28, 2021 8:47:47 AM

FREE CORA TRAININGS NOW AVAILABLE FOR ALL EMPLOYEES

The Student Services Division has purchased CORA courses for Sierra College employees. The available courses are

- Black Ally Program "Dismantling Anti-Blackness on Your Campus: Core Competencies for Allies"
- Racial Microaggressions
- Course Design for Racial Equity

Supporting Men of Color in the Community College is coming at a future date once textbooks are available.

To enroll, please follow the instructions below and contact POD if you have any questions.

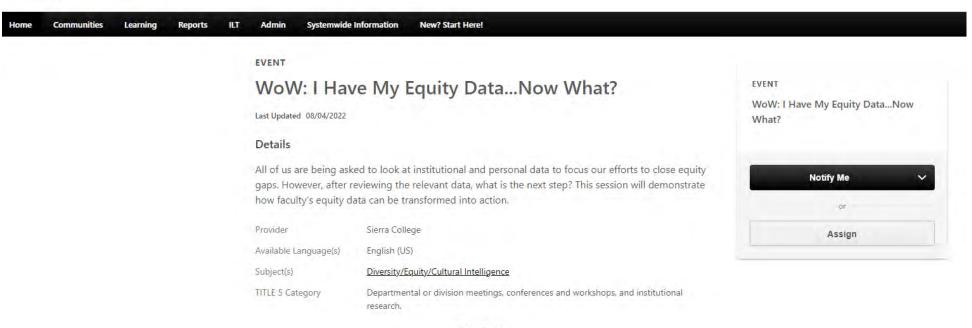
CORA Training Enrollment Instructions

If you have an existing account with CORA, logging in to your account before enrolling in a course may make the process easier. If you don't have an existing account, you will be prompted to create an account at checkout.

- 1. Go to the CORA Professional Development Courses webpage (click on the link).
- 2. Hover over the course you want to take and click on View More.
- 3. Click on Enroll This Course.
- 4. Click on View Cart. Enter coupon code **sierrabt34** and click on Apply Coupon.
- 5. You should receive a "P Success. COUPON CODE APPLIED SUCCESSFULLY" notification. Click on Proceed to Checkout.
- 6. Fill out the Billing Details, and double check that you are not being charged for the course. Please be sure that you use **Sierra Community College** as the school name for checkout.
- 7. Click on Place Order.
- 8. Your order will be confirmed by CORA and an email with the order/course details will be sent to your account email.
- 9. To access your course, go to https://training.coralearning.org/login/. Use the username and password you entered while enrolling to log-in and get to your Dashboard, which is where your course(s) will be listed.

CORA courses will be available to Sierra College employees through April 2024.







Home Communities Learning Reports ILT Admin Systemwide Information New? Start Here!

EVENT

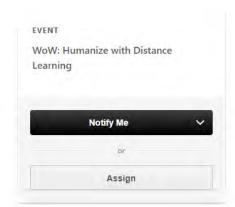
WoW: Humanize with Distance Learning

Last Updated 01/05/2023 Duration 2 hours

Details

Meaningful instructor-learner relationships promote a community of interconnectedness and belonging. Come explore the principles and 8 elements of humanizing online learning environments to support the success of student scholars. In addition, learn about the latest updates in Canvas, the review process and more. Time will be available for questions and answers and to share your online facilitation challenges and accomplishments.





Home Communities Learning Reports ILT Admin Systemwide Information New? Start Here!

EVENT

WoW: Humanize with Distance Learning

Last Updated 01/05/2023 Duration 2 hours

Details

Meaningful instructor-learner relationships promote a community of interconnectedness and belonging. Come explore the principles and 8 elements of humanizing online learning environments to support the success of student scholars. In addition, learn about the latest updates in Canvas, the review process and more. Time will be available for questions and answers and to share your online facilitation challenges and accomplishments.

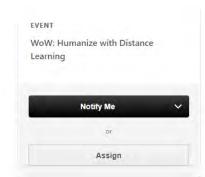
Provider Sierra College

Available Language(s) English (US)

Subject(s) Technology

Training Contact Michelle Macfarlane
(916) 660-7906
mmacfarlane@sierracollege.edu

TITLE 5 Category Staff development, in-service training and instructional improvement



Collapse All

⊕ Export Course Content

▼ Pre-Meeting Welcome Module Welcome **Getting Started Pre-Meeting To Dos Canvas Settings Preparing for Success Meet Your Facilitators! Learning Outcomes** Unit #1 Completion re: FERC/Stipend/Certificate **Course Details Additional Resources Need Support? Become an Equity Pro! Pre-Meeting Survey Getting to Know You Survey**

You are currently logged into Student View

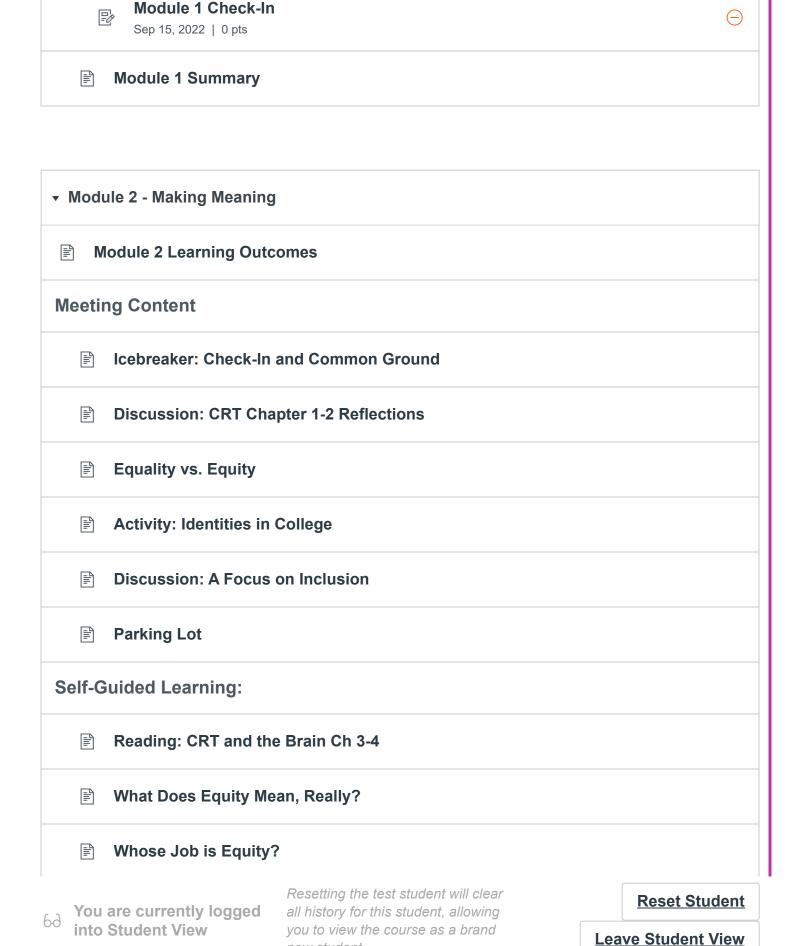
Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

▼ Module 1 - What do Equity	and Inclusion Mean and What are We	Trying to Achieve?
Module 1 Learning Outo	comes	
Meeting Content:		
lcebreaker: Name Ga	me	
Collective Understan	dings and Agreements	
Activity: Intersection	al Identity Stories	
How is it going? Shar	re out.	
Parking Lot		
Self-Guided Learning:		
Reading: CRT and the	e Brain Intro, Ch 1-2	
A Personal Lens: Wh	at's Your Story	
Our Identities ARE O	ur Superpowers!	
Empathy		
Activity: Module 1 Sep 15, 2022 0 pts	Reflection	Θ
Equity Tips for Practi	се	
You are currently logged into Student View	Resetting the test student will clear all history for this student, allowing you to view the course as a brand	Reset Student

new student.

https://sierra.instructure.com/courses/355348/modules



new student.

	Personal Pronouns	
	What Does Anti-Racism Mean, Really?	
flu:	Examining Implicit/Unconscious Bias	
il.	Glossary: Equity Terms in Higher Education	
F.	Equity Tips for Practice Module 2	
	Activity: Sharing Equity Resources Sep 29, 2022 0 pts	
	Module 2 Check-In Sep 29, 2022 0 pts	
	Module 2 Summary	

- Module 3 Group Identities
 Module 3 Learning Outcomes
 Meeting Content
 Welcome to Meeting #3
 Identification Activity
 Stereotypes Activity
 Microaggressions in depth
- You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Self-G	duided Learning:
	CRT and the Brain Reading Assignment: Chapter 5
-flu-	Culture and Education
	Cultural Competence vs. Cultural Humility
	Comfort Zones and Learning Edges
	What Is an Equity Gap?
	The Online Equity Gap
	An Example of Privilege
	Stereotype Threat
	Microaggressions
	Let's Take A Breather!
	Introduction to Intersectionality
	Intersectionality: Being a Gay Black Man or a Black Gay Man
	The Pain and Empowerment of Choosing Your Own Identity
	Disability Identity & Communication
	Equity Tips for Practice Module 3

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Module 3 Summary

▼ Module 4 - Ideal Classroom **Module 4 Learning Outcomes Meeting Content Imagining the Ideal Learning Environment Discussions Sharing Discussions: Appreciative Inquiry Activity** Let's talk about the "THING" **Chapter 5 Reflections** What is Appreciative Inquiry? **Self-Guided Learning:** CRT and the Brain Reading: Chapters 6-7 A Personal Lens: Fixed vs. Growth **Humanizing Education: Connecting with Students** Caring for our students A Ratatouille Moment Panelist Questions Resetting the test student will clear **Reset Student**

all history for this student, allowing

you to view the course as a brand

new student.

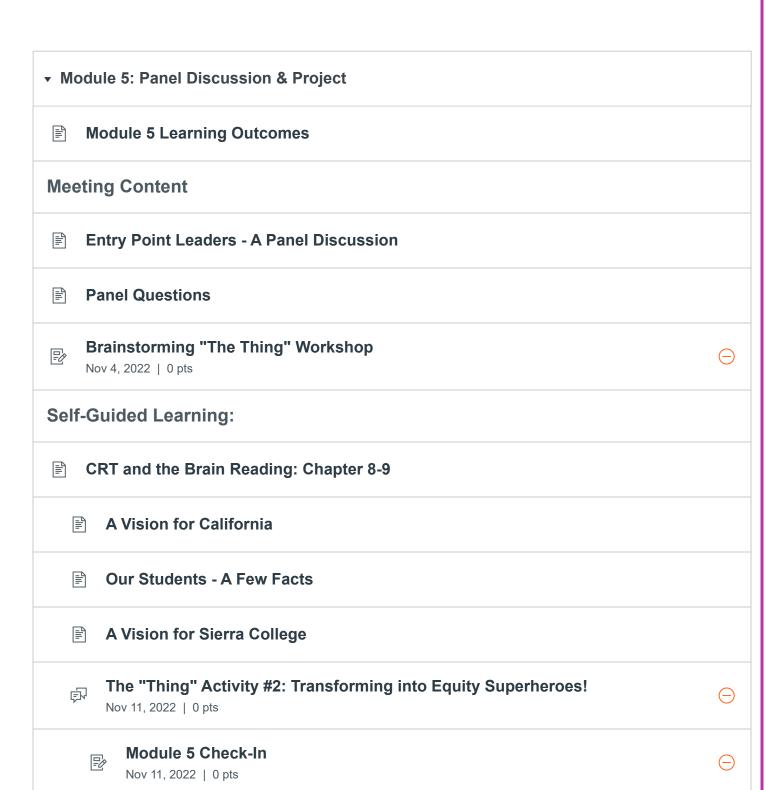
https://sierra.instructure.com/courses/355348/modules

into Student View

You are currently logged

Oct 27, 2022 | 0 pts

Module 4 Summary



You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

▼ Module 6: Data Interpretation and Celebration
Module 6 Learning Outcomes
Meeting Content
Compassionate Understanding as Method
□ Data Workshop
After our Meeting
Activity: Let's Dig Into Our Equity Data!
Self-Guided Learning:
Reading Reflections: Compassionate Understanding and Street Data Webinar
The Importance of our Voice
The Thing Dec 9, 2022 0 pts
্ন Let's share all the THINGS
▼ Post-Training Module
Post-Training Survey Dec 10, 2021
Equity Tips for the Beginning of the Semester
Pesetting the test student will clear

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Equity & Inclusion Faculty Certificate Series – Unit 2

• Pre-C	Course Module: Welcome!
Gettin	g Started
1	Pre-Course Task List
	Need Help?
Course	e Details
	Meet Your Facilitators!
The last	Syllabus
F	Learning Outcomes
	Attendance and Compensation
The	Become an Equity Pro!
	Class Format
Prepai	ing for Our First Class
F	Understanding by Design: An Introduction
B	Pre-Course Assignment: What to Bring to Our First Class Aug 28, 2020
An	Pre-Course Module Summary

Cla	ss Activities:
	Small Group Icebreaker
	UbD - The Big Ideas
	Backward Design and Student Learning Outcomes
F	Activity: Equity-Minded Student Learning Outcomes
ome	work:
(a)	Small Groups: Equity-Minded Outcomes and Course Description Sep 6, 2020 0 pts
₽ P	Equity and Accessibility Class Discussion Sep 6, 2020 0 pts
	Equity-Minded Outcomes and Course Description Sandbox Submission Sep 11, 2020 0 pts
B	Module 1 Check-Out Assignment Sep 11, 2020 0 pts
The last	Module 1 Summary

n-Cla	ss Activities:	
ii Cia	33 Activities.	
The state of the s	Checking In with Each Other	
	How will I know a student has achieved an outcome?	
Talk.	Two Types of Assessments	
	Summative Assessments	
all.	Formative Assessments	
	What Role Does Equity Play in Assessment?	
	Activity: Let's Practice with Assessments!	
lome	work:	
	Compensation Choice Sep 14, 2020 0 pts	
卽	Small Groups: Equity-Minded Assessments Sep 17, 2020 0 pts	
	Equity-Minded Assessments Sandbox Submission Sep 25, 2020 0 pts	
配	Module 2 Check-Out Assignment Sep 25, 2020 0 pts	

n-Cla	ss Activities:
allh	Assessment Instruction Anxiety
	Chunking Assessment Instructions
	Consistent Formatting
	Rubrics
allh	Student Lounge/Q&A Forum
	Nudges, Reminders, and Support
lome	work:
ĘĮ.	Discussion: Equity-Minded Assessment Policies and Expectations Oct 1, 2020 0 pts
ۄ	Discussion: Equity-Minded Rubrics Oct 1, 2020 0 pts
1	Wrapping Up Assessments - Sandbox Submission Oct 8, 2020 0 pts
2	Module 3 Check-Out Assignment Oct 8, 2020 0 pts

-Cla	ss Activities:
	Checking In about Module 3
	The 3rd Stage of UbD
Pala.	Equity-Minded Learning Environment Materials, Activities, and Practices
Home	work:
	Gathering Feedback from Students
Eq.	Student Feedback Assignment Oct 12, 2020
卽	Discussion: Student Feedback Oct 18, 2020 0 pts
	Google Account Email Address Oct 18, 2020 0 pts
	Module 4 Check-Out Assignment Oct 22, 2020 0 pts

→ Mode	ule 5 - Let's Start Putting it All Together!
In-Cla	ss Activities:
	Checking in about Module 4
	Equity-Minded Learning Experiences
F	Equity-Minded Liquid Syllabi
Home	work:
Ę.	Discussion: Equity-Minded Learning Experiences Oct 28, 2020 0 pts
ĘJ	Small Groups: Equity-Minded Learning Experiences Oct 29, 2020 0 pts
南	Discussion: Equity-Minded Syllabi Nov 1, 2020 0 pts
E.	Equity-Minded Learning Experiences Sandbox Submission Nov 5, 2020 0 pts
	Applying an Equity Lens to Your Current Syllabus
	Applying Equity-Minded Principles to Your Syllabus
	First Impressions
F	Language
	What a Difference!
E.	Let's Start Creating a Liquid Syllabus! Nov 5, 2020
B	Module 5 Check-Out Assignment Nov 5, 2020 0 pts

Mod	ule 6: Finishing Touches	
n-Cla	ss Activities:	
	Checking In	
	Welcome Videos!	
	Other Equity-Minded Uses of Videos	
di.	Overview of Homework	
lome	work:	
	Let's Record a Welcome Video! Nov 16, 2020	
倒	Small Groups: Equity-Minded Syllabus Nov 16, 2020 0 pts	
	Submitting Your Revised Equity-Minded Syllabus Nov 20, 2020 0 pts	
B	Module 6 Check-Out Assignment Nov 20, 2020 0 pts	

Equity & Inclusion Faculty Certificate Series – Unit 3

• Impo	ortant Course Information	
Gettin	ng Started	
Ťi.	Canvas Settings	
Th.	Preparing for Success	
alle	Need Help?	
Cours	e Details	
	Meet Your Facilitators!	
1	Syllabus	
1	Learning Outcomes	
	Attendance and Compensation	
	Become an Equity Pro!	
The state of the s	Module Summary	

In-Cla	ss Activities:
	Icebreaker
Ħ	Small Group Conversation #1
	Small Group Conversation #2
	Large Group Conversation: Module 1 Assignments
Home	work:
ē)	Equity-Minded Syllabi and Welcome Messages - Small Group Discussion Sep 8, 2020 0 pts
(a)	Early Semester Student Equity Survey - Class Discussion Sep 15, 2020 0 pts
倒	Online Equity Observation Form - Class Discussion Sep 16, 2020 0 pts
ĘJ	Small Groups Discussion Area - Equity Observation Form
Ģ	Equity Data Interests - Class Discussion Sep 17, 2020 0 pts
P	Module 1 Check-Out Assignment Sep 17, 2020 0 pts

/lodi	ule 2	
	Module 2 Overview	
已	Follow up to Class Sep 21, 2020 0 pts	
B	Observation Group Members and Learning Environments Sep 24, 2020 0 pts	
2	Early Semester Student Equity Survey Oct 1, 2020 0 pts	
	Online Equity Observations - Stage 1 Sep 28, 2020 0 pts	
	Compensation Choice Sep 28. 2020 0 pts	
2	Module 2 Check-Out Assignment Oct 1, 2020 0 pts	



* M	odule 4: October 16-29
	In-Class Activities - October 16
	Homework
• M	odule 5: October 30 - November 13
	Module 5 To-Do's
B	Post Observation Meetings Nov 13, 2020
P	Equity Action Plan Nov 15, 2020 0 pts
* M	odule 6: November 14-29
E	Student Equity Data Assignment Nov 29, 2020 0 pts
[Course Check-Out Assignment Nov 29, 2020 0 pts
Ē	Series Check-Out Assignment Nov 29, 2020 0 pts

Equitable Instruction Workshop Agenda

Day 1 Agenda: Monday, June 6th

9:00-4:30pm

- 1. Welcome and Introductions
 - A. Meet your facilitators
 - B. Meet your home group!
- 2. Why Equitizing Instruction Matters Awaken
 - A. Equity and Intersectionality
 - B. Language of Responsibility
 - C. Equity Data at Sierra College
 - D. The Value of Personal Data for Instructors
- 3. Lunch! (12-1pm, food not provided)
- 4. Our Approach: Equity Blocks and Deliverables
- 5. Building Block: Welcome
 - A. Building a Welcoming Learning Environment and Why it Matters
 - B. Equitizing Your Syllabus
- 6. Outro: Wrap Up and Check Out

Day 2 Agenda: Tuesday, June 7th

9:00-4:30pm

- 1. Morning Welcome
 - A. Check in with your home group
- 2. Building Block: Partnership
 - A. Building Rapport
 - B. Transparency, reliability, and language
 - C. Intrusive Communication
 - D. Surveying your students' needs
- 3. Lunch! (12-1pm, food not provided)
- 4. Building Blocks: Represent and Spark
 - A. Culturally Relevant content/curriculum
 - B. Image and Language audit
- 5. Outro: Wrap Up and Check Out

Day 3 Agenda: Wednesday, June 8th

9:00-4:30pm

- 1. Morning Check-In
- 2. Building Block: Elevate

- A. Warm Demander
- B. Information Processing and Active
- 3. Building Block: Demystify
 - A. Transparent assignments/ expectations
- 4. Building Block: Validate
 - A. Feedback
- 5. Deliverables and Expectations

EQUITABLE INSTRUCTION WORKSHOP FINAL DELIVERABLES

- 1. Equitized Syllabus
- 2. Classroom Welcome
- 3. Culturally Relevant Content Unit
- 4. Transparent Assignments
- 5. Scaffolding Learning Experience
- 6. Personal Professional Development Plan

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Return	to tovt	
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NAMF	(Optional):		

DAY 1 SC4 Formative Evaluation

The best part of the day was
because
Utilizing panning, here's what I observed:
If I had a chance to redesign today's session, I would
I gained the following skill(s) and knowledge today that I will try to employ or that I think will be useful in the workplace.
I would also like to say/observe/suggest that

Please submit this form in the box at the back of the room. Thank you!

Return to text

New Faculty Academy (NFA) Assessment - Fall 2022

We are continually striving to improve NFA for all new faculty. Your honest and thoughtful responses are greatly appreciated, and all responses are anonymous.

Thank you for your participation in this assessment!

1.	info	ow is a list of NFA sessions. Which session(s) provided useful rmation/ideas/skills that you will utilize in your learning environment? se check all that apply.
		Pre-FLEX Orientation and Lunch with EXEC
		SCFA Union Presentation
		LRC Tour
		Title IX/CARE Team
		Student Services Visit (Financial Aid, SAS, Special Pops, Health Center)
		Academic Senate/Participatory Governance
		Tenure Orientation
		Sierra Connect
		Data & Dashboards
		ELL Best Practices
		Backwards Design
		Theater and Science Building Tour
		Campus Life Visit
		Student Engagement Centers
		The Missing Course Discussions
		Gifts

2.	How helpful/useful was the NFA curriculum in terms of orienting you to Sierra College and supporting your growth as faculty, and why?				
3.	Did you like the structure of having NFA meetings one week and equity training the next? Would you have preferred another structure (i.e., NFA meetings first 9 weeks/equity training next 7 weeks, or more hours of outside work and less hours meeting in-person, etc)?				
4.	For NFA and Unit 1 of the E&I Faculty Certificate Series, you received 20% reassign time, which equates to 8 hours/week of work. Did you spend more than 8 hours/week, including in-person meetings? Please take into consideration that some weeks you may have worked for more than 8 hours and some less.				
	If you did spend more than 8 hours/week on NFA and Unit 1, please provide a rough accounting of when this occurred and for what activity.				
_					
5.	What was the most valuable aspect of NFA?				

7. How can	we improve N	FA?		

Microsoft Forms

Background:

In order to achieve its stated goal of closing success and equity gaps amongst underserved and/or underrepresented student populations, Sierra College has implemented a faculty professional development series to encourage faculty to implement "equity-minded practices in their own learning environments." The Equity & Inclusion (EI) Series incorporated up to 3 modules of coursework, each one equivalent to a 3 unit, upper-division course. The EI series began during the Fall 2019 semester and was offered through Fall 2020. One hundred sixty-two faculty completed at least one module of the training during that time period, however some of the faculty were counselors who did not have a teaching assignment. In addition, during the spring 2020 semester, the college effectively ceased in person instruction in response to the COVID-19 pandemic. The majority of faculty received a preliminary introduction to online teaching in March 2020. Additionally, a large number of faculty who had not previously taught online received additional, comprehensive training in online teaching over the summer of 2020. The vast majority of classes at Sierra College continued online for the fall 2020 semester, although some courses, such as Nursing and Welding, were able to proceed in person, but with additional protections.

Question:

Has the Equity and Inclusion series improved course success for historically underrepresented student populations?

Methodology:

In the event it was not already clear, there are multiple factors that are influencing course success at Sierra College. In order to try to positively identify the impact of the EI series within a tumultuous period, I will use propensity score matching to identify similar faculty based on their average course success rates during the fall and spring semesters from fall 2016 through spring 2020, the number of semesters they had taught online prior to spring 2020, and whether the faculty member was full-time or part-time during fall 2020.

The overall process involved analysis at three major points. First, a macro analysis was conducted to superficially view the difference in course success during the fall 2020 semester between those who attended the EI training and those who did not for all students. The second analysis focused on whether there was a change in the course success for the matched samples of EI versus non-EI faculty from the prior period to fall 2020. The final analysis focused exclusively on the course success of students who identify as any of the following categories (DI): African-American/Black, Native American/AK Native, Pacific Islander, Foster Youth or LGBT. This significantly reduces the number of students included in the analysis, but focuses exclusively on groups where the college has disparate outcomes.

Results:

In summary, there is no statistically significant difference in the course success of the faculty who have received the Equity and Inclusion from those who did not during the fall of 2020. In addition, while the course success rate for faculty generally declined from prior terms to the fall of 2020, there was no meaningful difference in the change between the two populations.

Phase 1

As a superficial comparison, the EI attendees (n=137) had a slightly higher course success (71.5%) than the non-attending faculty (69.3%) in the fall 2020 semester. However, the EI faculty also had a higher course success rate in the fall 2016 to spring 2020 time period. Where it may be notable, the EI faculty had a smaller decline (-2.58%) than the non-EI faculty (-4.06%), but the difference between those declines was not statistically significant (p=.203).

Phase 2

I used propensity score matching to match EI faculty with faculty who had not completed the training. For this phase of the analysis, I was able to match all 137 EI faculty with a corresponding non-EI faculty member. While there were no exact matches for the propensity score, all matches were +/- 0.05. As a benchmark, the EI faculty had an average course success of 73.53% prior to fall 2020, while non-EI faculty had an average course success of 73.27%. For the fall 2020 semester, the EI faculty had an average course success of 69.64%. While the EI faculty saw a smaller decline in course success in fall 2020, the difference in the change between the two groups was once not statistically significant (p=0.397).

Phase 3

In the final portion of the analysis, I explored only the course success of the DI populations. Starting with a superficial exploration, the DI students in the EI faculty had slightly lower course success rates than the Non-EI faculty during the fall 2020, but slightly higher course success rates prior to fall 2020.

	Prior Terms Fal	Prior Terms Fall 2020				
Non-El	54.5%	53.8%				
EI	55.2%	51.6%				

I once again used propensity score matching to identify faculty who were similar. However, by narrowing the data to only include disparately impacted student groups, the number of matches between faculty decreased. Through the propensity score matching, I got 5 exact matches and 54 fuzzy matches (within +/- 0.05).

	Diff	Prior Terms Fall 2020		
Non-El	-1.76	60.2%	58.5%	
EI	-6.89	61.4%	54.5%	

As seen in the table above, the EI faculty had a lower course success than the non-EI faculty during the fall 2020 semester and both groups declined from prior terms. However, the course success rate was not significantly different (p=0.435) between the groups, nor was the difference in the change for the two groups significant (0.192).

In summary, there is no statistically significant difference in the course success of the faculty who have received the Equity and Inclusion from those who did not during the fall of 2020. In addition, while the course success rate for faculty generally declined from prior terms to the fall of 2020, there was no meaningful difference in the change between the two populations.

Limitations, Considerations & Recommendations:

Under normal circumstances, it may be possible to measure the change in course success rate for an individual faculty member over time. However, given the drastic nature in the change of instruction over the past year, it makes that kind of analysis problematic. While we expect faculty to have term-to-term variation in course success, we might reasonably expect an overall change to be measurable when measured across all faculty.

There are likely other factors that could be included in the propensity score matching model to improve matching, the small number of DI students who received instruction from any one faculty member ensures a large amount of variability in course success for the faculty during the term of interest. Within the matched pairs, the largest number of DI students for any one faculty member during fall 2020 was 4 (and the largest of any faculty member during fall 2020 was 12). Thus, a single successful student from a DI student group may have a minimum of 25% swing in course success. This large amount of variability is problematic, but there are still several hundred enrollments across the matched faculty, which should be sufficient to detect a difference, assuming the Equity and Inclusion classes have a large effect on student success. If we assume that the classes have a small effect size, we will need additional data before we can make a final conclusion.

While the results of this analysis are nothing to celebrate, nor are they necessarily conclusive. While a large number of faculty attended the EI Series, there is currently no available data that describes the extent faculty have adopted practices advocated in the series. At the very least, this study could be strengthened by knowing which faculty adopted specific practices during the fall 2020 semester and to what extent those practices were adopted.

Finally, course success is a reasonable proxy for student performance. However, the types of practices the EI Series encouraged may not have a direct impact on course performance. It is plausible that these types of practices are better suited to looking at changes in student persistence. However, given that most students experience multiple faculty in a single semester, isolating the effects of the EI Series training as it impacts student persistence represents a formidable technical challenge.

Since 2016, Sierra College has a stated goal to "Identify and close success and equity gaps amongst underserved and/or underrepresented student populations." As of this writing, Sierra College is primarily focused on improving success and closing equity gaps for Black/African American, Native American/American Indian/AK Native, Pacific Islander, LGBTQ and Foster Youth. While Sierra College has seen some modest successes in improving selected outcomes, this has generally been along with improved success for all groups—in other words, we have not closed gaps even though students are generally doing better on some metrics.

To address differences in course success and learning, Sierra College implemented an Equity & Inclusion Certificate Series (E & I Series) for faculty. The purpose of the three courses is help faculty learn equitable practices and embed those practices into their courses. In the spring of 2021, the Office of Planning, Research, and Research Development (PRRD) conducted a quantitative analysis measuring course success through Fall 2020. That document found the results (at that point) were not conclusive and pointed to some additional avenues for research. Primarily, trying to understand to what extant the faculty involved had implemented curricular changes. In the spring of 2022, at the request of the Professional and Organizational Development (POD) Office, PRRD conducted a survey which explored the faculty experience and the extent to which faculty adopted the practices they learned during the E & I Series. The survey was sent to all instructional faculty participants (183) with 42 responding.

Unit 1

	Strongly Disagree				Strongly Agree
I found the Unit 1 course text useful	0	4	4	7	27
I used information from the Unit 1 course text to improve my learning environment.	0	3	7	11	21
I felt heard and included in the training conversations.	4	4	5	7	22
I received valuable feedback from the facilitators.	4	6	5	9	18
I received an appropriate amount of feedback from facilitators.	3	6	4	13	16
Having facilitators from multiple backgrounds and identities is important for the training.	2	0	2	7	31
	Not Enough				Too Much
Please evaluate the amount of individual work assigned in Unit 1 (i.e., readings, discussion boards, etc.).	0	0	31	9	2
Please evaluate the amount of interaction between participants.	1	8	31	2	0
Please evaluate the amount of interaction between participants and facilitators.	3	7	24	6	1
	No	Yes			
I implemented changes in my learning environment based on what I learned in Unit 1.	3	39			

When asked specifically what changes the faculty made in the learning environment after attending Session 1, many faculty responded with variations of humanizing the course content and syllabus. For instance, most faculty discussed making changes to the grading process, changing late policies, or making changes to the syllabus to make the course seem less intimidating:

"Honestly, I changed everything. How I grade, how I take late work, how a communicate with students, how I learned to listen to students needs, how I design assignments. Literally everything. Overwhelming positive impact on students. More open communication, more honestly when they have an issue (less dead grandmas, more honestly about what is really going on with them). More students can pass since I take late work and am very flexible."

While most faculty were positive about the changes that they made, some expressed some level of disappointment with the content or did not feel they were able to fully adopt the practices:

"The course did not include tools and strategies for changing the classroom pedagogy or climate. I wish equity 1 and 2 were combined."

"Honestly, I didn't learn too much from Unit 1. It was a review of trainings I had participated in for the past decade, and most of the stuff I'd already implemented."

When asked "...what did you find most valuable about the training?" the respondents had a breadth of responses, but many focused on interpersonal connections. A common refrain was that participants felt better connection to their peers and appreciated the time and space to engage in difficult conversations:

"First, I appreciated the emotional intelligence and sensitivity of the facilitators. I felt very safe to discuss my personal experiences and explore the needed areas of growth I discovered throughout the training. What I felt was more valuable was the chance to identify entrenched beliefs and subconscious prejudices I need to work on and have several months to process this challenging personal work. I do feel having that time helped me make a larger shift in my worldview, helped me fully engage in a commitment to do further anti-racist work and start working on creating a more equitable classroom experience for my students."

When asked what the participants would change about Unit 1, there were several different themes that came to the fore. First, multiple respondents noted that the amount of time required was challenging. However, respondents were split on possible solutions with some suggesting combing Unit 1 with Unit 2 and others suggesting that Unit 1 should be split into two sessions or not combined with New Faculty Academy. The second major theme related to more discussion and student engagement. Since this training occurred during the pandemic and peer interaction was a one of the biggest positives, this should probably not come as a surprise. The final major theme was around the facilitators. While some faculty were very supportive of the facilitators:

"Our three trainers were amazing. They had so much valuable life experiences and educational prospective on the topics they were teaching us. I always felt welcome and encouraged to share our thoughts, experiences and opinions."

Others expressed several different variations of power dynamics at play during the training:

"I suggest adding peer facilitators in the breakout rooms. In the past few years, I have found myself navigating an unspoken, soft class/caste system in many Sierra College workshop breakout rooms that combine PT faculty, FT faculty, and newly hired FT employees. As a PT, I feel mild anxiety about being the first person to initiate conversation in a breakout room because that may imply I am assuming a position of power."

[Comment redacted; for internal use only]

[Comment redacted; for internal use only]

Unit 2

	No	Yes
I implemented changes in my learning environment based on what I learned in Unit 2.	1	18

Of the survey respondents, nearly half of them (20) responded that they had taken Unit 2. However, one respondent did not answer whether they had made changes to their learning environment and others did not describe what changes they had made. The most common response (9 of 17) was that the respondent had adopted changes to the syllabus with most referencing a liquid syllabus. Where there were other changes noted, the respondents focused on backwards design, including appropriate non-White voices/examples, and using rubrics more consistently in grading. One student noted that due to the length of time between when Unit 2 was attempted and the need to adapt over the past two years, they were unable to remember what they had done: "My memory is shot!"

When respondents were asked what they found most valuable in the Unit 2 training, we saw similar responses to those from Unit 1. A large portion of faculty commented that the time spent together with other faculty was very rewarding. Unlike the responses from Unit 1, a larger portion of the Unit 2 attendees noted that the interactive time was used specifically to address classroom issues:

"The focus on practical equity "instructional moves" [Name Redacted]; The ability to attempt, assess, and connect with peers about equity focused instructional moves; Class observations"

"Sharing current practices and the revisions for Equity and Inclusion with other instructors."

When addressing the other areas of value, the respondents were quick to note the appreciation for the practical aspects of Unit 2. For instance, as many respondents adopted liquid syllabi, they noted their appreciation for having time in class and guidance from the facilitators about creating them.

When asked about feedback for changing Unit 2, the respondents were generally very positive. Where there were suggestions for improvement, they centered around getting more feedback (on the syllabi especially), incorporating the data report during Unit 2, and helping instructors incorporate changes into their courses throughout the unit.

Unit 3

Nearly everyone who responded to the survey and took Unit 2, also took Unit 3 (18), which should mean that this group had the greatest exposure to the ideas presented and were able to adopt the most material into their practices. While some respondents noted that Unit 3 felt like a continuation of Unit 2, there were others who noted that by this time they were able to make substantial investments in changing their courses:

"The changes that were suggested by my group (observers of my course). Improved student experience the first week of the semester, improved the online experience, increased students' sense of community/comfort/understanding expectations for each unit/acceptance by class and instructor/seeing themselves in the course/fairness/diversity and valued."

"Unit 3 was a doozy for me. It inspired me to really overhaul my courses to create much better assignments and assessments. The kind of learning that I saw take place in my class last semester was amazing! :)"

The respondents to the Unit 3 portion of the survey were specifically asked whether "the outcomes of Unit 3 could be effectively met through a facilitated learning community?" Of the 18 Unit 3 respondents, 15 (83%) responded affirmatively, 2 (11%) responded negatively, and one person elected not to respond. The following question asked respondents to outline what they found most valuable, and several respondents noted that they felt Unit 3 already met the definition of a facilitated learning community. With that noted, most respondents felt the peer review of their courses was extremely valuable and some noted that reviewing their personal data was valuable.

Finally, students were asked to provide feedback about what would improve Unit 3. While many respondents replied that nothing could improve the experience, others noted that they wanted more "substantial feedback" or "more guidance and instruction" from the facilitators and others "needed more time to figure out ways to address our weak areas."

Overall Feedback

All survey respondents were asked one final question, "Please add any additional comments regarding any of the units in the Equity & Inclusion Faculty Certificate Series that will help us improve this training." The feedback provided was very split. In general (and not surprisingly) the individuals who continued past Unit 1 were more positive in their comments than those who only completed Unit 1. While there is considerable appreciation for the content and the outcomes of the course:

"Continue to offer these types of programs. Again, as a part-time instructor, this was one of the few opportunities where I received a comprehensive view of how to best serve the students. Such a great experience, thank you for allowing this program to be tested out and I do hope it continues as I would like to take Unit 2."

"This series was immensely helpful and changed my class environnent for the better for ALL my students. I am proud to have been in the 1st group to complete the certificate!"

"The series was helpful to learn about our students, see our bias, and implement positive changes."

There is also considerable criticism of the content, the facilitation, and process:

[Comments redacted; for internal use only]

2023 Annual Fiscal Report Questions California Community College (Fiscal Year 2021-2022) - Single College District: [contact("organization")]

2. Section 1 - General Information:

College name:

Sierra College

2. District name (if different from college name, otherwise enter 'n/a'):

Sierra Joint Community College District

3. Contact information for Chief Business Officers:

Name of College/District Chief Business Officer (CBO)

Erik Skinner

Title of College/District CBO

Vice President - Administrative Services

Phone number of College/District CBO

916-660-7601

E-mail of College/District CBO

eskinner2@sierracollege.edu

3. Section 2 - Revenue:

4. Revenue (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 19/20 (\$)	FY 20/21 (\$)	FY 21/22 (\$)
4a. Total Unrestricted General Fund Revenues (excluding account 8900)	105255638	108191626	113590427
4b. Other Unrestricted Financing Sources (account 8900) (if none, please enter 0)	13866	162855	448400

4. Section 2 - Revenue (Part 2)

4bi. On the previous page, you listed \$13866 in revenue from non-General Fund resources in FY 19/20. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount (\$)	Sustainable/One-time/HEERF
FY 19/20 (1)	Close capital projects	13866	One Time
FY 19/20 (2)			

4bi. On the previous page, you listed \$162855 in revenue from non-General Fund resources in FY 20/21. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount (\$)	Sustainable/One-time/HEERF
FY 20/21 (1)	FY 19/20 COVID Expenses	162854	HEERF
FY 20/21 (2)			

4bi. On the previous page, you listed \$448400 in revenue from non-General Fund resources in FY 21/22 . Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount (\$)	Sustainable/One-time/HEERF
FY 21/22 (1)	FY 19/20 COVID Expenses	448400	HEERF
FY 21/22 (2)			

5. Unrestricted General Fund Beginning/Ending Balance

	FY 19/20 (\$)	FY 20/21 (\$)	FY 21/22 (\$)
a. Net (Adjusted) Unrestricted General Fund Beginning Balance Use adjusted unrestricted beginning fund balance from CCFS 311 Annual.	18097478	20321698	26378352
b. Net Unrestricted General Fund Ending Balance, including transfers in/out This amount is the amount reported on the CCFS 311 report after transfers in/out	20321698	26378352	24932143

5. Section 3 - Expenditures/Transfers (General Fund Expenditures/Operating Expenditures):

6. Expenditures (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 19/20 (\$)	FY 20/21 (\$)	FY 21/22 (\$)
a. Total Unrestricted General Fund Expenditures (including account 7000)	103045284	102297827	115485036
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	88033193	81958235	88868607
c. Other Unrestricted General Fund Expenses (6a-6b)	15012091	20339592	26616429
d. Unrestricted General Fund Ending Balance	20321698	26378352	24932143
6.d. same as 5.b., which includes transfers in/out			

6. Section 4 - Liabilities - Debt:

7. Did the District borrow funds for cash flow purposes?

	Yes	No
FY 19/20		Χ
FY 20/21		Χ
FY 21/22		Χ

8. Total Borrowing/Debt – Unrestricted General Fund

	FY 19/20 (\$)	FY 20/21 (\$)	FY 21/22 (\$)
8a. Short-Term Borrowing (TRANS, etc.) List total short-term Unrestricted General Fund Borrowing/Debt	0	0	0
8b. Long-Term Debt (COPs, Capital Leases, other long-term borrowing) In 8.b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)	4147354	2881770	1189000

9. Did the District issue unrestricted long-term debt instruments or other new borrowing (not G.O. Bonds) during the fiscal year?

	Yes	No
FY 19/20		Χ
FY 20/21		Χ
FY 21/22		Х

9a. If you answered YES for any year in question 9, please indicate what type. Enter n/a if not applicable.

	FY	FY	FY
	19/20	20/21	21/22
Please indicate what type of long-term debt instruments or new borrowing the college issued.	n/a	n/a	n/a

9b. If you answered YES for any year in question 9, please indicate amounts. Enter n/a if you answered NO.

	FY 19/20 (\$)	FY 20/21 (\$)	FY 21/22 (\$)
Total amount for debt instruments/borrowing entered for question.	n/a	n/a	n/a

10. Debt Service Payments (Unrestricted General Fund)

	FY 19/20	FY 20/21	FY 21/22
	(\$)	(\$)	(\$)
Debt Service Payment Amounts (include transfers made from the UGF to any other fund for the purposes of debt service payments)	1353644	1353880	619897

7. Section 5 - Other Post-Employment Benefits (OPEBs):

- 11. Most recent actuarial year:
 - a. Total OPEB Liability (TOL) for OPEB

44534886

b. Fiduciary Net Position

13078212

c. Net OPEB Liability

31456674

d. Funded Ratio [Fiduciary Net Position (FNP)/TOL]

29%

e. Service Cost (SC)

79825

12. Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date

06/30/2022

13. Has an irrevocable trust been established for OPEB liabilities?

Yes

14. OPEB Trust or Reserves (enter n/a if not applicable)

	FY 19/20 (\$)	FY 20/21 (\$)	FY 21/22 (\$)
14a. Amount deposited into OPEB Irrevocable Trust Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.	44351	37161	25416
14b. Amount deposited into non-irrevocable Reserve specifically for OPEB	0	0	0
14c. OPEB Irrevocable Trust Balance as of fiscal year end	13294744	16003181	13078212

15. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 21/22?

Nο

8. Section 6 - Cash Position:

16. Cash Balance at June 30 from Annual CCFS 311 Report

	FY 19/20	FY 20/21	FY 21/22
	(\$)	(\$)	(\$)
Combined General Fund Balance Sheet Total (Unrestricted and Restricted – accounts 9100 through 9115)	39755276	43538492	59086188

17. Does the College prepare cash flow projections during the year?

Yes

9. Section 7 - Annual Audit Information:

18. Date annual audit report for fiscal year was electronically submitted to accic.org, along with the institution's response to any audit exceptions

12/14/2022

19. List the number of audit findings (financial statement, federal compliance and state compliance) for each year

	FY 19/20	FY 20/21	FY 21/22
19a. Number of findings (enter 0 if none)	0	0	0

20. From Summary of Auditors Results (Annual Audit) for FY 21/22: (this is usually a single page at the beginning of the Findings and Questioned Costs section)

Number of modified/qualified opinions, if any (enter 0 if none):

0

10. Section 8 - Other Information:

21. Budgeted/Actual FTES

	FY 19/20	FY 20/21	FY 21/22
21a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target) Resident FTES only.	14247	14506	11700
21b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320, or from more recent CCFS 320 Recal if applicable Report resident FTES only. Please use actual FTES, not hold harmless FTES	14290	13871	11674

22a. During the report year, did the institution settle any contracts with employee bargaining units?

Yes

22b. Did any negotiations remain open?

Yes

22c. How many unit contracts remained open (ongoing negotiations) for over two years? (enter 0 if none)

0

22d. Please use the box below to provide additional context related to ongoing negotiations.

n/a

23. USDE official cohort Student Loan Default Rate (FSLD)

	Cohort Year 2017 (Published fall 2020)	Cohort Year 2018 (Published fall 2021)	Cohort Year 2019 (Published fall 2022)
Cohort 3-year rate	16.5%	13.4%	4.5%

24a. For the report year, how many executive or senior administration leadership positions have an administrator hired into the position as of June 30, 2022?

0

24b. How many executive or senior administration leadership positions have been replaced with an interim, or remain vacant (no planned hire) as of June 30 2022?

Λ

24c. Please describe the leadership change(s) (Please enter 'n/a' if there were no leadership changes.)

n/a

25. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

11. Final Step

Name of person submitting this report:

Brett Carroll

Title of person submitting this report:

Director of Finance

Email of person submitting this report:

bcarroll9@sierracollege.edu

Email Confirmation:

bcarroll9@sierracollege.edu

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge