SIERRA COLLEGE

INSTITUTIONAL SELF EVALUATION »2025

Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

Sierra Joint Community College District
5100 Sierra College Boulevard
Rocklin, CA 95677

to

Accrediting Commission for Community and Junior Colleges

December 2025

Certification

To: Accrediting Commission for Community and Junior Colleges

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This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

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Forward to the Institutional Self-Evaluation Report

The Institutional Self-Evaluation process reaffirmed Sierra College's deep commitment to equitable student success, continuous improvement, and responsiveness to the needs of its diverse communities. Through broad participation across all campus constituencies, The District engaged in an inclusive process of reflection, analysis, and dialogue that strengthened its collective understanding of institutional performance. This comprehensive review not only highlighted areas of significant strength but also identified opportunities for continued growth and innovation.

The process of developing the ISER began in Fall 2023 with ACCJC training for the District; the development of a writing timeline; and the establishment of standard teams, composed of faculty, staff, students, and administrators, who were charged with developing a high-level "bullet point" draft by the end of Fall 2024. This draft, which included the teams' preliminary findings and recommended evidence, was reviewed by all four senates in early Spring 2025, and their feedback was incorporated into a narrative draft that went back out to the Senates in April for additional comment. The final draft went through the participatory governance process once more in October 2025, with the Board of Trustees approving the completed ISER at their November meeting. This iterative process provided all District constituencies broad input and multiple opportunities for feedback, ensuring that the final document truly represents the best collective work of Sierra College.

The evaluation confirmed that Sierra College's mission—anchored in access, equity, and student achievement—is deeply integrated into all aspects of institutional planning, governance, and operations. The District's Educational Master Plan and strategic planning framework provide clear alignment between mission, goals, and resource allocation, ensuring that institutional priorities are consistently informed by data and evidence. Sierra College's culture of inquiry and collaboration has resulted in strong student outcomes, measurable progress in closing equity gaps, and a shared sense of accountability for student success.

The District has made notable advances in promoting equitable outcomes, particularly through its focused efforts to improve success for Black and African American students. The implementation of data-informed interventions, coupled with the expansion of programs such as Umoja and other culturally responsive initiatives, has produced meaningful gains in student achievement. Faculty and staff remain deeply engaged in program review, curriculum development, and assessment practices that sustain academic quality and relevance. Continued investment in modernized facilities, technological infrastructure, and innovative instructional models—such as expanded eight-week courses and cohort-based learning pathways—has further strengthened the learning environment and improved access for students across multiple campuses and delivery modes.

At the same time, the self-evaluation revealed key areas for growth and institutional development. The District recognizes the need to strengthen the alignment of it operational and strategic plans under a unified framework, further expand the use of disaggregated data to close remaining equity gaps, and enhance communication systems to ensure institutional coherence and transparency. Significant progress has been made in reducing/eliminating equity gaps, but many equity gaps still remain—particularly for Black and African American students. The District will also continue to develop robust student outcomes assessment processes in both Instruction and Student Services. Sierra College also plans to scale successful innovations in scheduling and instruction to support timely degree completion for all students.

Through this process of self-reflection, Sierra College affirmed that its greatest strengths lie in its people, its commitment to evidence-based decision-making, and its enduring dedication to equity and student achievement. The District emerged from this evaluation with a renewed focus on inclusive excellence, continuous improvement, and innovation—ensuring that every student is welcomed, supported, and empowered to achieve their educational goals.

Introduction: Institutional Context

Institutional History and Overview

Sierra College has a long and distinguished history as one of California's community colleges, tracing its roots back nearly a century. Established in 1936 as Placer Junior College, the institution originally served as a small, locally focused college in Auburn, California, providing affordable access to higher education during a period when community colleges were just beginning to emerge across the state.

In 1960, responding to growing enrollment demands and the expansion of Placer County's population, the College relocated from Auburn to its present-day Rocklin campus. The move provided space for significant growth and modernization, as well as proximity to major transportation routes, making the College more accessible to a wider geographic area. Shortly after, the institution was renamed Sierra College, symbolizing both its regional focus and its broader educational mission.

The 1960s and 1970s were marked by significant growth in programs, facilities, and student enrollment. During this period, Sierra established itself as a comprehensive community college district, offering not only transfer education but also career and technical programs aligned with the workforce needs of the region. In 1974, the Nevada County Campus was opened in Grass Valley, extending access to rural and mountain communities. The addition of this campus demonstrated Sierra's commitment to equity in geographic access and its recognition of the distinct needs of smaller, more rural populations within its service area.

In subsequent decades, Sierra College expanded its programs and services in response to rapid regional development. The District developed strong career technical education pathways in healthcare, public safety, manufacturing, business, and information technology, reflecting the economic transformation of Placer County and the Greater Sacramento area. In 2007, the Tahoe-Truckee Campus opened, further expanding educational opportunities to serve residents in the mountain region, with an emphasis on programs that promote sustainability and support the region's communities and economy.

In 2018, the District passed its first local bond measure for the Rocklin campus since it was constructed in the 1960s. Through a combination of local and state bond funds, aging buildings and failing infrastructure have been renovated or replaced. In the past five years, a parking garage, new instructional building, gym renovation, and 350-student residence hall have transformed the District's main campus. A new science building, Applied Technology Center, and revitalized Student Union are deep in the planning stages.

Today, Sierra College is recognized as one of the largest and most comprehensive community colleges in Northern California. The district encompasses over 3,200 square miles, serving residents of Placer and Nevada counties, as well as portions of El Dorado, Sacramento, and Yuba counties. The District operates multiple sites: the main campus in Rocklin, the Nevada County Campus in Grass Valley, and the Tahoe-Truckee Campus in Truckee. Additionally, Sierra College offers online instruction and classes at off-site locations, extending its reach to students in rural and remote areas.

Service Area Context

The Sierra Joint Community College District serves a region characterized by both rapid growth and areas of stability. Placer County is one of the fastest-growing counties in California, with its population increasing by more than 20 percent between 2010 and 2023. This growth is driven by suburban

expansion, employment opportunities in the Sacramento metropolitan area, and in-migration from other parts of the state. The rising number of high school graduates in Placer County is expanding the college-going pipeline, with implications for dual enrollment and first-year programs.

In contrast, Nevada County has a relatively stable or declining school-age population and an older demographic profile. This demographic shift presents unique challenges and opportunities for Sierra College in tailoring its programs and services to meet the needs of a diverse student population. Housing affordability is a significant issue across the service area. The median home price in Placer County now exceeds $650,000, well above statewide community college averages. Nevada County, while historically less expensive, has also seen significant increases in property values since the COVID-19 pandemic, driven by the relocation of remote workers from urban centers. Rising housing costs contribute to student financial pressures, including food and housing insecurity, underscoring the importance of Sierra's student support services. Students at the Tahoe-Truckee campus are particularly impacted by the high cost of housing in the region, with many seeing no viable route to staying in the community.

The Sierra Joint Community College District encompasses areas historically inhabited and presently stewarded by the Nisenan, Miwok, and Washoe peoples. Today, the service area includes both federally recognized and non-recognized tribal communities. Among the federally recognized tribes in or near the district are the United Auburn Indian Community and the Washoe Tribe of Nevada and California. In addition, Nevada County is home to the Nevada City Rancheria Nisenan Tribe, which is not federally recognized but maintains strong cultural, historical, and community ties to the region. These communities represent important cultural, historical, and educational partners for Sierra College.

Regional Workforce Needs and Economic Drivers

The economy of the Sacramento metropolitan region, which includes Sierra's service area, is one of the most dynamic in California. Healthcare represents the largest and fastest-growing employment sector, driven by population growth and an aging demographic. Sierra has expanded nursing, medical assisting, and allied health programs in response to these needs.

Advanced manufacturing and technology are also major drivers of regional economic development. Recent investments in semiconductor manufacturing, clean energy, and automation are creating demand for technicians with specialized training. Sierra's Mechatronics and Advanced Manufacturing programs are designed to prepare students for these high-wage, high-demand careers.

Construction and the skilled trades continue to experience growth due to rising housing demand. Sierra offers CTE programs in welding, construction, and related fields to support this demand. Logistics and supply chain management represent another growing sector, supported by the region's transportation infrastructure. Public service careers in education, law enforcement, and fire protection remain central to community needs, and Sierra plays a key role in preparing students for these professions. Small business and entrepreneurship also represent a vital component of the regional economy, and the District provides programs that develop the skills needed to sustain local enterprises.

Student Demographics

The demographics of Sierra College's student body reflect regional patterns and statewide shifts. In the 2023–24 academic year, the District enrolled approximately 17,420 students. Women represented 54.5 percent of enrollment while men accounted for 45.5 percent. Racial and ethnic diversity continues to increase: White students comprised approximately 55 percent of the student body, Hispanic/Latino students 23 percent, Asian students 8 percent, African American students just over 3 percent, Native American/Alaska Native students just under 2 percent, and students of two or more races approximately 8 percent.

Socioeconomic diversity is equally significant. Nearly half of all students attending Sierra College are considered "low income," and a substantial number are first-generation college students. Approximately two-thirds of students paid no tuition fees due to financial aid, scholarships, or fee waivers, reflecting Sierra's commitment to affordability and access. The District also serves a wide age range. While traditional-age students under 25 comprise the majority, Sierra has a significant population of older, nontraditional learners pursuing retraining, career changes, or lifelong learning. At the same time, dual enrollment has expanded rapidly, with more than 4,000 high school students taking Sierra courses annually, making this one of the fastest-growing areas of enrollment.

The majority of students at Sierra College seek to transfer and complete a four-year degree, often with majors in business, health sciences, and engineering. Another large group of students enrolls in Sierra's career and technical education programs, pursuing associate degrees and certificates that lead directly to employment in high-demand fields such as nursing, allied health, information technology, advanced manufacturing, construction, and public safety. Many of these students are adults seeking to re-enter the workforce, upgrade skills, or change careers in response to regional economic shifts.

Enrollment, Academic, and Co-curricular Programs

To meet the diverse needs of its students and surrounding community, Sierra College offers an extensive portfolio of more than 150 degree and certificate programs that align with student goals and regional workforce needs. The District provides lower-division academic coursework for transfer to the California State University and University of California systems, as well as associate degrees and short-term certificates in high-demand career fields. Programs in healthcare, public safety, advanced manufacturing, business, and information technology are particularly robust, reflecting the employment opportunities in Placer County and the Greater Sacramento region. Programming at the Nevada County Campus emphasizes on-ground access to general education courses, major courses in popular disciplines like Business and Psychology, and select CTE programs such as EMT. The Tahoe-Truckee campus emphasizes programs that are responsive to the needs of mountain communities and the economy.

Enrollment patterns illustrate key institutional trends. Following enrollment declines during the COVID-19 pandemic, Fall 2024 marked the largest enrollment in five years. Growth has been particularly strong in online and hybrid modalities, which provide flexibility for working students and those with family responsibilities. Enrollment in allied health, public safety, and advanced manufacturing programs has increased in response to regional workforce needs, while traditional transfer-oriented programs remain stable. With a majority of students attending part-time, Sierra continues to emphasize flexible scheduling, comprehensive advising, and academic support services to promote retention and completion.

In addition to its academic and workforce mission, Sierra College provides a comprehensive co-curricular environment and extensive community programming. The institution supports intercollegiate athletics across 19 men's and women's sports, including football, baseball, softball, soccer, golf, swimming/diving, wrestling, track, cross county, tennis, basketball, and water polo. Athletics contributes to student engagement, institutional identity, and student persistence. Beyond athletics, student government, clubs, and cultural organizations offer opportunities for leadership, personal development, and community building. Community members are also directly served through programming by the Osher Lifelong Learning Institute, Sierra College Natural History Museum, Ridley Gallery, and Sierra College Press.

Summary

Sierra College is situated within a socioeconomically diverse and rapidly changing service area characterized by population growth, demographic shift, rising housing costs, and economic transformation. Its student body and academic offerings reflect the growing diversity of the region, while its programs address both academic transfer and workforce needs. Through its mission, strategic planning, and commitment to equity, Sierra College is positioned to continue supporting student achievement and contributing to the vitality of its region.

Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Sierra College has established a clearly defined mission statement that accurately reflects its character, values, and organizational structure as well as the unique demographics of its student population. The District's mission statement, most recently revised and approved by the Board of Trustees in 2024, is centered on providing equitable educational opportunities and promoting equitable outcomes for all students: "The mission of Sierra College is to ensure that all our students have access to an equitable, high-quality education where they are welcomed, supported, and empowered to achieve their goals." This commitment is evident in the District's strategic goals, which focus on increasing student success and addressing equity gaps within the student body.

The scope and structure of its strategic goals allow the District to adapt its work to the unique needs of its evolving student body. Sierra College, as described in greater detail in section 1.4, defines equitable student success holistically—a process that starts with students from all backgrounds choosing to attend and successfully enrolling in their courses and programs of choice and culminates with the completion their intended goals. Consequently, the mission, and its corresponding Strategic Goals, compel the District to continually reflect on who it is serving and how effectively it is serving each student as they work to achieve their unique goals.

The District's mission statement is closely aligned with the broader educational goals set by the Chancellor's Office Vision 2030, which emphasizes equity in student success, access, and support. This commitment to equity is foundational to the District's values, guiding its decisions and initiatives. In particular, the District's core values emphasize serving diverse student populations and eliminating barriers that disproportionately affect underrepresented groups.

Sierra College has also integrated its mission into the planning and decision-making processes throughout the institution. This includes regular reviews of institutional data to monitor progress toward its goals, with a focus on equitable student outcomes. The commitment to equity is reflected in the District's resource allocation and program development processes, ensuring that all students have access to the tools and support they need to succeed academically. In addition, the District's governance structure, which includes input from a variety of stakeholders, plays a key role in ensuring that the mission and values of the institution are upheld. Through participatory governance and continuous feedback loops, the District aligns its efforts with the mission of fostering an inclusive environment that meets the diverse needs of its students.

In summary, Sierra College's mission effectively reflects its commitment to equitable educational opportunities, ensuring that the unique needs of its diverse student body are met and that students are provided with the necessary resources and support to succeed. The mission guides the institution's actions, policies, and strategic decisions, reaffirming its dedication to advancing student success and closing equity gaps.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

Sierra College is committed to establishing meaningful and ambitious institutional goals that reflect its mission and prioritize equitable student outcomes. Our mission statement includes providing all our students with access to an equitable, high-quality education, and our process for determining strategic directions and setting goals keeps us focused on that purpose. The District's robust participatory governance process, which ensures broad-based input and collaboration, ensures that our institutional goals for institutional improvement, innovation, and equitable student outcomes are meaningful and ambitious.

Goals are heavily shaped by input from the District's participatory governance system and based on comprehensive review of success data. For example, the majority of the District's goals were developed as part of the Educational Master Plan. This plan was developed by a workgroup that was comprised of elected representatives from the District's four senates (Academic, Classified, Student, and Management and Confidential). The initial draft of the EMP was reviewed/approved by the full body of each senate and then ultimately reviewed and approved by Strategic Council (which represents all constituencies across campus) and the Board of Trustees. This process ensures that all constituents have an opportunity for input into the District's strategic planning, goals, and metrics, and that goals ultimately reflect the full scope of the student body.

The District's goals are directly aligned with its mission to "ensure all students have access to an equitable, high-quality education where they are welcomed, supported, and empowered to achieve their goals." Our first two strategic goals are simple and direct: increase student success in reaching their goals and close equity gaps. These main goals are reflected in the yearly priorities and goals developed by the President and approved by the Board, which include specific strategies to improve student success, campus climate, District operations and facilities, and community partnerships/governmental relations. These strategies touch all aspects of the District, allowing everyone in the college community to connect their own work with the District's main goals. Additionally, these goals provide a framework for planning and resource allocation. As an example, these strategies are carried through in our faculty prioritization process: 1.A.7, expanding access and success in STEM courses, and 1.B.2, expand offerings to improve access to pathways, were reflected in the Fall 24 Presidential faculty prioritization focus area to "eliminate bottlenecks for high demand courses." Full-time faculty requests reflect these priorities, and the final recommended list shows that they are given strong consideration in the ranking process.

The District's strategic goals are also reflected in the Equity and Student Completion Guided Pathways Strategic Plan, developed in 2020, which outlined 87 activities designed to equitably increase student completion. By Fall 2024, 69 of the targeted activities had been completed, had been integrated into the college culture, or were in progress. Some key accomplishments from the original plan include the

establishment of our Community Safety Department (previously Campus Security), outreach for more diverse hiring pools, and expanded/coordinated use of data tools and dashboards.

As of Spring 2025, the Research Office is leading the District in a discussion of the next iteration of strategic planning. The Pathways Strategic Plan was crafted with broad input from all constituencies and marked our first effort as a college to integrate all our planning efforts under the guided pathways umbrella. However, the plan was developed as a collection of independent activities grouped under broader strategic goal categories. In developing our next full strategic plan, we will develop a series of strategies that provide the structure to link our work across the District with the different outcomes of the institution—all of which would combine to move us toward our institutional goals. At all levels of the District (from large branches like Facilities or Student Services down to the individual employees), we will be able to determine the specific actions to take in support of the institutional goals. This new structure was discussed by the Board of Trustees at their annual retreat and President Duncan shared the timeline at Fall 2025 convocation: during Fall 2025, the strategies will be reviewed through participatory governance and our existing work will be mapped to them; in Spring 2026, the existing work will be reviewed to identify potential implementation gaps and a five-year plan will be developed.

The District's institutional goals are well defined and appropriately forward looking. In addition to the institution-set floor and stretch goals for student success required by ACCJC, the Educational Master Plan and the priorities and goals set by the Trustees and the President each year reflect a long-range vision for the institution. As an example, Strategic Goal 5 in the Educational Master Plan, "Implement the Facilities and Technology Master Plans in a manner that maximizes the public's return on investment of Measure E funds, while advancing the Sierra College mission", has guided Sierra's facilities master planning through our successful bond campaign in 2018, through our being awarded state funding for four new construction or renovation projects, and through active planning for a regional Public Safety Training Center and a joint campus with California State University, Sacramento. Through these projects, the District is meeting its long-term goals of providing excellent college facilities for current and future student needs.

Additionally, Sierra College's goals are ambitious and intended to inspire creativity and action. The District has a strong focus on goals that include consideration of equitable student outcomes. One of our primary strategic goals is "identify and close success and equity gaps amongst underserved and/or underrepresented student populations"; that goal is reflected by how we disaggregate student data in all our goal setting. Within this broad goal, the President, in keeping with the "Vision for Success" plan released by the CCCCO in 2017, challenged the District with a directive to reduce equity gaps by 40% by 2022 and eliminate them completely by 2027. Sierra College has continued to make progress toward these goal but has not yet achieved them for all student groups in all outcomes. For example, equity gaps in course success in the 2017-18 academic year ranged from approximately -2% to -16.5% for students who identify as Pacific Islander, Hispanic/Latinx, American Indian/Alaska Native, Black/African American, and Multiple Ethnicities. As of 2025, the size of these equity gaps has decreased to between -0.4% to -11.9%, and the equity gap for students identifying as Multiple Ethnicity has been eliminated. These data suggest that progress is being made in reducing/eliminating equity gaps in course success, but that this progress has been slower than initially envisioned and there is still much work to be done to support our student from racial/ethnic minorities.

Sierra's strategic goals align well with key initiatives within its scope of responsibility. "Vision 2030: A Roadmap for California Community Colleges," the guiding strategic document from the California

Community College Chancellor's Office (CCCCO), outlines a plan for California Community Colleges to increase equitable student success through three key goals: equity in success, equity in access, and equity in support, with specific targets for increasing workforce outcomes and participation rates. As part of Vision 2030, the CCCCO set goals in 2024 for all colleges in three main areas: Success, Access, and Support. In this first year of reporting, Sierra is "on track" or "exceeding" six of twelve goals and is "developing" (25% or more away from expected progress) in three: UC/CSU transfer, unit accumulation for ADT earners, and unit accumulation for AA earners. Sierra is particularly strong in the Access and Support areas, where we meet or exceed goals in critical metrics such as access for Veterans, economically disadvantaged students, dual enrollment, and Pell/Promise grant recipients.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Sierra College holds itself accountable for achieving its mission and institutional goals through a structured and transparent process that incorporates annual goal setting, comprehensive data review, and consistent evaluation. In accordance with Commission policy, annual goals are established and reported to the Accrediting Commission for Community and Junior Colleges (ACCJC) through the annual report and are reviewed as part of the District's participatory governance process. Progress toward these goals is shared with the Board of Trustees at their August retreat with the broader campus community at Strategic Council meetings, at the Senates, and during the district-wide Convocation, fostering transparency and collective accountability.

To ensure wide accessibility, institutional goals are also integrated into institutional Strategic Planning Metrics dashboards. The dashboards show institutional goals in areas such as success and retention, persistence, and transfer and completion and allow users to compare disaggregated student populations against these goals. These dashboards allow campus stakeholders to reflect on goal attainment and progress as part of ongoing processes such as Program Review. This integration ensures that goals are not only aspirational but actively monitored and aligned with planning and improvement efforts across the District. Additionally, high-level student equity data is available publicly on the Sierra College website.

Disaggregated data analysis is a cornerstone of Sierra College's approach to accountability and improvement. Equity gaps are regularly identified and addressed through planning and targeted interventions. For instance, the Planning & Assessment Days at the start of each semester during Flex Week (described in detail in section 2.9) provide departments the opportunity to review disaggregated data, evaluate progress, and develop strategies for closing equity gaps. The Instructional Program Review process (described in section 2.6) also requires departments to thoughtfully consider their student success metrics and make a plan to improve in one or more areas. Departments can apply for funding to support these efforts.

The District's commitment to equity and student success is exemplified in the Sierra College Equity and Achievement Program Plan (2022-2025). This plan sets aspirational goals for course completion, transfer to four-year institutions, degree attainment, and certificate achievement, while also

providing historical data and aligning with the District's local Vision for Success goals. The next iteration of the Student Equity Plan is under development and will be Board approved early in 2026.

One example of this accountability is related to the District's Black Student Success initiative. Following a review of disaggregated success data, the District observed that most success metrics were significantly (10-20%) below the institutional average for Black and African American students. Additional survey data from focus groups suggested that Black and African American students felt less welcome on campus than many of their peers and that building a sense of belonging among students would be a critical element of supporting students, particularly Black and African American students.

In response, the District President initiated an institution-wide effort to reduce and eventually eliminate these significant and persistent equity gaps. This process began with the Spring 2022 convocation and was kicked off through a disaggregated review of success data at the departmental level during Planning and Assessment meetings. Departments were then encouraged to implement initiatives to support Black and African American students in their areas and/or to submit proposals to fund new initiatives. This campus-wide call led to several independent proposals to support Black and African American students and catalyzed broader conversations related to structure/social barriers to Black student success. This focus on the success of our Black students has paid off in increased success overall—the equity gaps have been closing since Spring 2022. As an example, Black/African American course success was 19.4% lower than the institution average in Spring 2022 and improved to a 12.8% gap in Spring 2025. Sierra College clearly has more work to do, but the work done in recent years is resulting in increased student success.

One broad campus program that grew out of the President's Black Student Success initiative was an expansion of the campus Umoja program through the development of an Umoja general education pathway. Expanding the number of classes included in the Umoja pathway from a handful to over 15 a semester created a cohort-based educational pathway that connected Black and African American students with instructors who historically had the highest levels of success serving Black and African American students in their classes and focused on the implementation of culturally responsive pedagogy. This program, implemented over a three-year period, has helped to reduce/eliminate equity gaps for Black and African American students in the Umoja Pathway for both course retention and success.

Through these structured processes, Sierra College ensures that qualitative and quantitative data are regularly reviewed, equity gaps are addressed, and institutional planning remains focused on achieving its mission and driving innovation. By embedding accountability into its governance and planning structures, the District continually improves outcomes for its diverse student population.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Sierra College ensures that its mission directs resource allocation, innovation, and continuous quality improvement through a systematic and integrated planning process. Institutional planning at

Sierra College is further guided by a robust set of Board Policies that reinforce its commitment to mission-driven planning, continuous improvement, and systematic evaluation:

- BP 3225, "Institutional Effectiveness," affirms the District's dedication to institutional effectiveness by measuring outcomes and assessing progress toward institutional goals.
- BP 3250, "Institutional Planning," outlines a broad-based, comprehensive, and integrated system of planning that includes appropriate participation from all segments of the college community and ensures responsiveness to legal mandates and institutional needs.
- BP 4020, "Program Curriculum and Course Development," ensures the quality and relevance of the curriculum through regular evaluation, with processes such as Instructional Program Review and the Curriculum Committee of the Academic Senate playing key roles in maintaining quality and currency.
- BP 4021, "Program Vitality," provides a process to ensure programs have ongoing relevance and vitality for students.

These policies provide a clear structure for integrating planning with resource allocation, evaluation, and continuous improvement.

The Planning and Resource Allocation systems are described in a variety of documents across the institution. In summary, the institutional mission defines who the District serves and how we will evaluate our work as an institution. The mission is operationalized through the District's two overarching goals of increasing success and reducing and eliminating equity gaps.

Sierra College defines student success across a continuum of experience as students work to achieve their goals:

1. Who attends Sierra College, and how do these demographics compare with our surrounding communities?
2. Once students start attending, do they have access to the classes and/or programs they need to achieve their goals?
3. Are students successfully completing courses in which they enroll?
4. Are students persisting at Sierra College until they complete their goals?
5. How many students ultimately achieve their goals?
6. After graduation, do students feel that the education they received from Sierra College helped them achieve their professional and/or personal goals?

This comprehensive definition of success creates the platform that allows all areas of the institution to understand and align their work with the broader campus goals of success and equity.

The Educational Master Plan (EMP) provides a comprehensive framework that aligns institutional goals with resource allocation and program evaluation to support the District's mission of promoting equitable student success and addressing community needs. The EMP describes the institutional trajectory over a ten-year period and is updated approximately every three years. This includes describing trends in regional demographics and workforce needs as well as summarizing

institutional strategies and progress toward historical goals. The EMP is translated into operational terms through shorter-term strategic plans that cover an approximately three-year period, and the Strategic Plan is ultimately operationalized through area specific work plans and/or the integrated Resource Request and Allocation process.

The District has several operational plans that guide its work through an alignment with the Strategic Plan, and ultimately, the EMP. These plans include Instructional Program Review , Student Services Program Review (described in detail in section 2.9), the Facilities Master Plan, the EEO Plan, the Student Equity Plan, and the Technology Strategic Plan. Each of these plans describes different strategies and activities that are intended to help the District achieve its strategic goals and advance its mission, and plans are updated and evaluated based on different timelines that align with the work of different areas across campus. Each of these plans help to implement work in critical areas, but the structure and implementation of the plans are often independent. To increase the alignment of these implementation plans, the District is in the early stages of refining its strategic planning process as described in section 1.2 above.

The resource request process leverages this planning framework to submit, prioritize, and fund work across the campus. Resources are requested in three separate but related processes: full-time Faculty; Classified Staff and Management; and Facilities, Equipment and Training (described in more detail in section 3.1). Resource requests are initiated at the department level and ranked within divisions and then by branch under each vice president. Each of the four Senates and the executive team develop their own rankings, which are then combined into one comprehensive list at the Planning and Resource Allocation Committee (PARAC). The PARAC list is approved by Strategic Council and then sent as a recommendation to the President and ultimately the Board of Trustees. While this process is lengthy, it ensures robust conversations throughout the participatory governance process to ensure a collective understanding of and support for our final resource allocations. Standard 4 covers the Participatory Governance review process in more detail.

To ensure that institutional decisions and resource allocations are focused on supporting the institutional mission and priority goals, Sierra College has developed an integrated, multilevel data and decision support system. In summary, the data system summarizes institutional outcomes that correspond to the holistic definition of student success (described above) through a series of scalable tools that allow individuals from all areas across campus to visualize how their work directly contributes to the institutional goals of student success and equity and the broader mission of the institution.

Sierra College is required to report out on a wide variety of success and outcome measures through various reporting streams annually—74 at last count. Each of these data sets tell an important story about student success, but the volume and complexity of this information often makes it difficult to focus campus conversations and investments on the highest priority needs that will result in achieving the strategic goals and fulfilling the institutional mission. The data system integrates and aligns these different measures of student success to tell a comprehensive summary of student success and creates a tool to understand what greatest needs are and what types of investments are likely to result in effective institutional outcomes.

Each year, the Board of Trustees (and ultimately the campus community) reviews high level, disaggregated outcome data related to holistic student success at Sierra College. These data are structured to be visually engaging and quickly highlight areas of ongoing success and needs for improvement. Based on the trends in high level data, different users across campus can drill down through the institutional data to understand the outcome trends that correspond to their organizational level or institutional focus using an integrated strategic planning dashboard. Broad institutional data (that primarily describe trends in outcomes) are paired with program specific dataset and/or dashboards to help program managers to understand the efficacy of ongoing implementation and its relationship to the overall institutional outcomes. Within each of the different levels of the data system, specific metrics can be intersectionally disaggregated to visualize how different outcomes are responding over time at different institutional levels for different student populations.

The institutional planning and data systems have resulted in a variety of innovations and resource allocation decisions. Two examples that stand out are related to proactive student engagement and the expansion of 8-week course offerings. Through participatory governance review of institutional success data, it was noted that students who start in Spring term generally have overall lower success outcomes and are often disproportionately comprised of students from underrepresented minority groups. Based on this observation, the Student Success office enhanced the Spring onboarding process and resources available to new students to better align with those provided to students who start in the Fall term, including adding a Spring Wolverine Welcome (our new student onboarding program). As a result, the gap in course success for new students between fall and spring starting students has dropped from 7% to 5% in two years.

Since 2022, Sierra College has been working to increase the number and diversity of courses offered through 8-week term structures (as compared to the "standard" 16-week term structure). Initially, the idea to expand 8-week courses offerings was explored based on the successes that other schools had experienced with this strategy. To evaluate the potential for this strategy at Sierra College, the Research Office conducted a series of analyses related to course success and retention, equity of success and retention, and subsequent course success for prerequisite course sequences. These analyses highlighted significant increases in course success and retention for students in 8-week classes and equivalent success in subsequent courses. These analyses also identified imbalances in 8-week course offerings (with significantly more courses being offered in the second 8-week term than the first and lower success rates and larger equity gaps occurring in the second 8-week term).

These findings were reviewed with the District's Strategic Council, Board of Trustees, Academic Senate, and faculty department chairs. The decision was made to expand 8-week course offerings using a measured approach that would phase in more 8-week courses in areas that had seen historically high success rates and develop additional decision-support tools to guide and evaluate this implementation. The District's calendar committee worked to modify the academic calendar to add a one-week mid-term break in the middle of the traditional 16-week term to allow for more time for grade submittal, processing, and prerequisite review. Previously, short-term classes had not been scheduled to allow faculty to claim flex hours for professional development, which

discouraged some faculty from wanting to teach them. This practice was changed starting in Spring 2025. The Research Office developed a new scheduling dashboard to help guide the scheduling 8-week course offerings across the institution and a series of new student attributes to evaluate student demand for 8-week classes and allow for the tracking of longer-term success/completion metrics for students who take some or all of their classes in eight-week terms.

Correspondingly, the number of 8-week classes offered at Sierra College has doubled over the last two years, and enrollment in 8-week classes has likewise increased. The schedule has been modified to create more balance in course offerings between the first and second 8-week sessions, particularly among commonly taken course pairs. Many students are now preferentially seeking out 8-week classes (i.e., these courses are often the first to fill up in the schedule), and the number of students who are completing their education through predominantly 8-week classes continues to grow. As the enrollment in 8-week classes has continued to grow the higher success rates and reduced equity gaps have remained, suggesting that this strategy may provide a new adaptable model to increase success across the broad student body.

Based on these successes, different departments have developed cohort pathways (the Business FOCUS ATD) and paired course sequences (e.g., Anatomy and Physiology) that leverage 8-week offerings of focused/accelerated courses as part of a learning community. Early results from these efforts have seen increased success and retention (in Business) and higher completion rates in paired courses (in Anatomy and Physiology).

By integrating planning, evaluation, and resource allocation within a participatory framework, Sierra College ensures that its mission is the driving force behind institutional decisions and initiatives. This systematic approach fosters innovation and ensures the delivery of high-quality, equitable education to its diverse student population.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Sierra College consistently communicates its progress toward achieving its mission and goals with both internal and external stakeholders, fostering a shared understanding of institutional strengths, priorities, and areas for continued improvement.

The District uses a variety of methods to share data and evidence related to institutional strengths and growth areas. Reports focusing on key metrics, such as student equity data, are regularly updated and made available on the public-facing Sierra College website. While the primary audience for these reports is internal stakeholders, their accessibility ensures transparency for the broader community.

Additionally, at the District's monthly Strategic Council meetings, the Executive Deans provide updates on ongoing efforts and initiatives related to the Equity and Student Success goals. Previous

presentations have focused on the implementation of the Equity and Student Completion Plan and Black Student Success efforts and the work of the Hispanic Serving Institution Taskforce.

Internally, institutional progress is communicated through forums such as governance meetings and campus events. The Research Department plays a key role in presenting disaggregated data, which is reviewed annually through the Participatory Governance process. At the annual Board of Trustees retreat, the Dean of Institutional Research and Planning provides a detailed update on progress toward District goals; a version of this presentation is also given at Strategic Council. To reach an even broader internal audience, Workshops on Wednesday (a mandatory flex day for full-time faculty and optional paid day for part-time faculty) often includes a data session that frames the day's themes for those attending. These discussions influence both annual work plans, such as initiatives in the Success Center, and long-term strategies, such as the focus on Black/African American success in Spring 2022 and the ongoing implementation of eight-week terms. Additionally, strategic initiatives like the FOCUS Cohort have been developed based on these data-driven conversations, reflecting the District's commitment to continuous improvement and alignment with its mission.

Externally, Sierra College shares updates through the website, newsletters such as the Sierra Spotlight Newsletter and the Sierra College Natural History Museum Newsletter, social media posts, and marketing materials and publications. These publications highlight institutional achievements and areas of focus, engaging community members and stakeholders in the District's efforts to fulfill its mission and are often picked up by local media, giving wider viewership.

President Willy Duncan plays a pivotal role in communicating institutional strengths and goals to both internal and external audiences. Twice a year at the district-wide convocation, the President offers updates on the District's progress toward its goals all staff. He is also the face of the District in the community and frequently shares information about goals and achievements throughout the region. Each year, the District hosts a "President's Breakfast" that brings community leaders to the Rocklin campus for updates—venues in recent years have included the remodeled Learning Resource Center commons area, the new Q Building quad area, and the just-opened new gym. A separate annual event is held at the Nevada County Campus to provide Nevada County leaders information about NCC. At the 2024 Sierra Workforce Summit, the President and other District leaders outlined initiatives aimed at collaborating with regional partners to produce career-ready graduates who meet the workforce needs of the community. President Duncan also has numerous speaking engagements each year at local government, business, and community organizations. These public-facing engagements demonstrate Sierra College's dedication to addressing regional priorities while fulfilling our mission to promote student success and equity.

Through these systematic and transparent communication practices, Sierra College keeps stakeholders informed and engaged in our mission-driven efforts, promoting collaboration and fostering a culture of continuous improvement.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Sierra College ensures that academic programs across all locations and delivery modes align with its mission and reflect the appropriate breadth, depth, and expected learning outcomes.
All academic programs at Sierra College are intentionally structured to lead to degrees, certificates, transfer opportunities, or direct employment. The institution offers an extensive array of programs, including 31 Associate Degrees for Transfer (ADTs), 71 Associate of Arts/Science (AA/AS) degrees, 43 Certificates of Achievement, 51 Skills Certificates, and 8 Career Development and College Preparation (CDCP) Noncredit Certificates. These programs are designed to meet the diverse goals of students and the needs of the broader community. Sierra College serves students across three main locations (Rocklin, Nevada County, and Tahoe/Truckee). In recent years, several programs have shifted course modality to increase the number of degrees and certificates that can be completed completed online--over 75 different awards. Sierra's academic programs are designed to address the diverse needs and goals of students as well as those in the broader community.

The curriculum development process at Sierra College is governed by Administrative Procedure/Board Policy (AP/BP) 4020, which ensures that programs and curriculum are appropriate to the Community College mission, meet a demonstrable need, and meet all applicable regulations. AP 4020 establishes that the Curriculum Committee, a standing committee of the Academic Senate, is responsible for the oversight of the curriculum and program approval process and that all curriculum and programs follow the Chancellor's Office (CO) Program And Course Approval Handbook (PCAH). The review and approval process is further supported by the District's Curriculum Handbook (revised in 2025), a guiding document used by committee members, faculty, counselors, administrators, and collaborators to maintain curriculum and program currency and relevance. These policies and tools ensure that academic programs meet generally accepted practices in higher education and adhere to rigorous standards of breadth and depth appropriate to their level of instruction. Program awards submitted to the CO for chaptering list specific Award Student Learning Outcomes. With the implementation of new curriculum management software (CourseLeaf), the District is now able to record and update Award Outcomes. Likewise, CourseLeaf documents Program Student Learning Outcomes (PSLOs), which are published in the catalog by department.

In 2023, Sierra College adopted Courseleaf as its curriculum management system. Course outline proposals require reflection on the various methods of instruction and formative and summative assessments that align with course objectives and student learning outcomes. This reflection

describes how the instructor will facilitate learning, ensure the consistency and rigor of the course, and set the foundations for student success across modalities. Through these comprehensive structures and processes, Sierra College ensures that all academic programs are consistent with its mission and meet the highest standards of academic rigor.

All instructional programs, regardless of location or mode of delivery, go through Instructional Program Review on a six-year cycle. In the 2023-24 academic year, we instituted a new program review process that uses a robust template with disaggregated student success data to encourage departments to have a thoughtful and reflective conversation about how students are being served. We are currently transitioning from the previous program review process; by December 2025, approximately 15 departments will be in or have completed the new process.

As part of the new process, a Program Review Coach facilitates conversation and encourages the department to consider their data with a growth mindset. The PR process results in an action plan for the department, supported by Institutional Research, that is designed to equitably improve student outcomes in a specific area. The Instruction Office has an ongoing budget item to support small projects developed during the program review process, and departments can apply for funding to support these plans. Additionally, curriculum revisions are integrated into the Program Review process. Departments identify new courses or programs in need of development as well as existing courses and programs requiring extensive revision or archiving. Urgent curricular revisions are prioritized within the Program Review action plan and submitted immediately. All remaining course and program revisions are submitted during the department's scheduled Curriculum Review, completed every six years.

The new process is a work in progress, and we continue to make revisions as needed. For example, some action plan submissions in Spring 25 were less developed or in depth than the Program Review Committee had intended. Accordingly, the template has been updated for Fall 2025 to clarify expectations and provide guidance. However, despite these expected bumps, departments turned in thoughtful, well-planned projects with measurable outcomes and we will start to see the results of those action plans in the coming semesters.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)

The District's curriculum development process is primarily led by faculty through the Curriculum Committee, a standing subcommittee of the Academic Senate. In accordance with AP/BP 4020, faculty have primary responsibility for curriculum development, review, and revision. The committee includes representatives from faculty, staff, and administrators, ensuring a collaborative approach with faculty primacy in curriculum matters. The Curriculum Committee plays a critical role in aligning programs with institutional goals, industry standards, and student success priorities, including equitable outcomes.

All courses and programs at Sierra College have clearly defined student learning outcomes (SLOs) developed by discipline faculty. Course Student Learning Outcomes (CSLOs) are listed in the Course Outline of Record, and Program Student Learning Outcomes (PSLOs) are published in the college catalog. All SLOs are developed by faculty, reviewed by an appropriate academic administrator, approved by the Curriculum Committee, and finally submitted by the Instruction Office to the Board of Trustees for final approval and adoption.

The District ensures transparency of student learning outcomes through multiple channels. Faculty include CSLOs in course syllabi, which are submitted each semester to their Division Office for future reference. Outcomes are also listed in Banner and published in the course schedule, allowing students to view them through the online interface when selecting courses. Program-level outcomes are published in the catalog alongside department course and program offerings.

CSLOs are mapped to appropriate PSLOs, which are in turn mapped to Institutional Student Learning Outcomes (ISLOs). In this way, faculty are able to directly assess outcomes as well as use CSLO assessment results to evaluate how well a program is meeting its PSLO goals. Over time, as course outcomes have been revised, the mapping between course, program and institutional outcomes has not been consistently maintained, resulting in some incomplete or misaligned maps. In response, the Curriculum Committee, along with Institutional Research, is working with CourseLeaf to implement a mapping software tool which will enable faculty to revise and maintain outcome mapping as an inherent part of the course and program development and revision process. Software implementation and mapping updates are anticipated by December 2025.

To maximize career opportunities for our students, our Career and Technical Education (CTE) programs work to align educational programs with growing regional workforce needs and create direct employment pathway for Sierra College students to four-year transfer degrees and/or direct employment. The District's CTE programs prioritize high-quality employment outcomes by cultivating deep partnerships with industry. Examples include an accelerated Mechatronics certificate in partnership with Bosch to upskill technicians in advanced semiconductor manufacturing, preparing them with the skills needed for production of silicon carbide chips at the Roseville site starting in 2026; and the Placer Cybersecurity Talent Pipeline Collaborative, a new grant initiative funded by the Department of Commerce, the goal of which is to enhance the regional cybersecurity education and workforce ecosystem.

Our new Surgical Technologist program, started in Fall 2025, was developed in direct response to regional healthcare workforce demand—local hospitals were postponing or cancelling elective surgeries for lack of qualified technicians. Within 18 months, the District was able to stand up a Certificate of Achievement that will qualify graduates for these high-demand, high-paying (starting salaries average over $90,000 a year) positions. This partnership exemplifies the promise of industry/college partnerships: regional workforce needs are met through locally trained graduates who can step immediately into rewarding and family-sustaining careers.

Curriculum in existing CTE programs is informed by feedback from industry partners through advisory committees, and labor market information is submitted to the CCCCO as evidence of industry opportunity and degree of demand. For example, during the Spring 2024 Mechatronics

Advisory Committee meeting, industry representatives indicated that Handshake is their preferred online interaction tool for student recruitment. This input was significant in Sierra adopting the Handshake platform beginning in 2025. Similarly, advisory input led the Music Department to shift hybrid courses to more meeting hours on ground to meet student need for more hands-on work in its Event Production program. To address the interest of regional employers, including Trane and SMUD, Sierra College launched a new interdisciplinary degree and certificate in Facilities Automation that meets the evolving needs of facilities technicians, who increasingly require automation, IT, and networking skills to maintain smart buildings and support the growing electrification of building technologies.

Curriculum development of transfer programs is guided by the Course Identification Numbering System (C-ID) and Transfer Model Curriculum (TMC). Associate Degrees for Transfer (ADT) provide greater student access to regional four-year institutions in the pursuit of their educational goals. Sierra College offers 31 ADTs in 29 disciplines, the maximum available to us based on our curriculum. For departments unable to offer an ADT or those with additional transfer opportunities, faculty develop and align local degree requirements with the institutions to which students most often transfer. In this way, the District offers a broad range of academic programs to support student educational goals.

The District emphasizes the equitable attainment of outcomes for students through multiple mechanisms. The Curriculum Committee engages in regular robust dialog around student success and equity. This expectation is communicated to faculty as an essential piece of the Curriculum Review process. Curriculum committee members are trained to evaluate curriculum with these goals at the forefront. Additionally, the Program Review process evaluates the effectiveness of academic programs with a particular focus on identifying and addressing equity gaps. These reviews include the development of actionable plans designed to refine curriculum, promote student success, and support the attainment of equitable outcomes.

Through these processes—faculty-led curriculum development, defined learning outcomes, industry alignment, equity-focused design, and assessment-informed improvement—Sierra College designs and delivers academic programs that reflect relevant standards and support equitable attainment of learning outcomes.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

Sierra College ensures that all degree programs include a general education (GE) framework that promotes the development of broad knowledge, skills, and competencies aligned with the institution's mission and expected higher education norms.

AP/BP 4025, "Philosophy and Criteria for Associate Degree and General Education," outline the District's GE philosophy, stating that it "provides the opportunity for students to develop the

intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and appreciation for cultural diversity that will make them effective learners and citizens." This philosophy is based on Title 5, Education Code Regulations Cal. Code Regs. §55061 - Associate Degree Course Requirements as well as California General Education Transfer Curriculum (Cal-GETC) standards, which outline the general education breadth requirements for associate degrees. (The Administrative Procedure will be updated to reflect the Cal-GETC changes by the end of the 2025-26 year.) The core components of GE at Sierra College are structured in alignment with these regulations, ensuring that students engage with diverse areas of knowledge to develop competencies necessary for success academically and in the broader world.

The District's processes follow the Program and Course Approval Handbook (PCAH) guidelines for general education, which are publicly available on the District's website. The Curriculum Committee oversees the process for placing courses into the general education pattern, ensuring appropriate breadth, depth, and rigor in the courses offered. This process involves discipline faculty and committee member input, which is key to maintaining the relevance and integrity of the general education curriculum.

The placement of courses into GE areas is guided by Course Student Learning Outcomes (CSLOs), which identify and address the competencies specified for each course. For example, the course outcomes in ETHN 11, Introduction to Ethnic Studies, reflect the qualities of communication, critical thinking, and cultural competency, which align with the goals of the GE framework. Similarly, the CSLOs for Art 4A, Drawing I, support the development of aesthetic understanding across ages and cultures to derive a unique personal aesthetic and creative student learning experience, which are core components in Art and Humanities GE courses.

Additionally, the District's local GE pattern, aligned with Title 5, is designed to ensure that students can choose from a wide range of courses that meet GE requirements across all major areas of knowledge. Sierra's transfer GE pattern aligns with the Cal-GETC requirements and is designed to provide students with the knowledge and skills necessary for transfer to four-year institutions. Courses meeting Cal-GETC requirements are submitted via ASSIST and, once approved through the UC/CSU joint approval process, are added to the GE pattern in the next catalog. The full list of courses approved for Cal-GETC credit is available in ASSIST and in the current catalog.

A key feature of Sierra College's local general education framework is its commitment to global awareness and cultural competency. This is reflected in the Ethnic Studies requirement within the local GE pattern and is also highlighted in the "Diversity and Personal Responsibility" category of the "Citizenship" Institutional Learning Outcome (ILO), found in AP 4025, which emphasizes the importance of understanding and engaging with diverse perspectives

The development of the combined Cal-GETC GE pattern led to the elimination of the previous CSU GE pattern, which has reduced the number of general education courses available to students transferring to the CSU system; Kinesiology, Art, and Personal Development were particularly impacted. While these courses continue to fulfill the local GE pattern, significant reductions in student demand are anticipated. Impacted departments are working to mitigate enrollment losses

by adjusting course and program offerings to provide added value to students through, for example, adding courses to new and existing degrees and certificates as applicable.

Sierra College's general education framework is designed to support the development of broad competencies in students and aligns with relevant disciplinary and industry standards. Through regular faculty oversight, the Curriculum Committee ensures the GE courses meet the expectations of academic rigor, breadth, and equity, while continuing to evolve in response to feedback from faculty, students, and other stakeholders.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Sierra College ensures that students receive clear, accurate, and accessible information about the programs, services, and resources available to support their educational journeys through a variety of channels and strategies. This process begins before students enroll at Sierra and continues throughout their entire educational journey.

The District provides students and prospective students with current information about program requirements in several ways. The SLOs for each course can be found in the Course Outline of Record (COR), which can be accessed through the catalog. Outcomes can be accessed easily through the online schedule by clicking on the course title, allowing students to understand the learning expectations for their courses. Faculty also list course outcomes in their syllabi. Additionally, Program Student Learning Outcomes (PSLOs) are published in the catalog to offer further clarity on the educational goals for each program. A list of the required courses for all programs of study are available in the current catalog.

Program information can also be found on the District website. The "Interest Area and Academic Programs" page introduces students Sierra's ten Interest Areas (meta-majors); visitors can select an Interest Area to see tiles for each department within the Interest Area and then click through to a specific program. The home page for each department shows contact information, career possibilities, and a description and sample academic plan for each program of study. Departmental websites also utilize the Career Coach widget to communicate the availability of employment opportunities and starting salaries for different careers associated with the corresponding degree programs throughout the region. The Admissions, Campus Life, Student Services, and Athletics web pages provide easy access to robust information about all resources, programs, and supports available to students.

The District provides robust direct, in-person outreach to its partner high schools throughout the district. Each high school is assigned an Enrollment Specialist who helps with outreach to local high school students and their families. Enrollment Specialists host regular meetings at each high school and help to provide information regarding application, financial aid, and programs of study, as well as services offered to Sierra College students. Additionally, Sierra College hires part-time counseling faculty who work at each high school as Transitions Counselors. The Transitions Counselors work

closely with prospective high school students on educational planning as well as providing guidance on Sierra's various programs, services, and resources.

Communication at Sierra College takes many forms to ensure students are informed. The District uses its website, catalog, counseling services, and orientation programs to share important information with students. For instance, Wolverine Welcome, a summer initiative aimed at preparing new students for their first semester, plays a key role in orienting students to campus resources, academic support, and student success networks. This three-hour session, held both online and in person, offers students the opportunity to meet peers, receive campus swag, and learn about essential resources. It also introduces them to career services, financial aid, and academic expectations. First-time students who attend Wolverine Welcome are significantly more likely to enroll the subsequent semester than those who don't—89% compared to 77% for those starting in Fall 2024.

In addition to orientation, Sierra College offers the Student Support Shell, an online directory that connects students to key services and resources. Through this platform, students are also kept up to date with important deadlines and announcements through Canvas notifications, emails, and push alerts. This ensures that students are well-informed about the resources available to them throughout their academic journey.

The District's Success Center regularly conducts targeted campaigns to inform students about important dates and upcoming deadlines, such as registration or FAFSA due dates. The Success Center reaches out to individual students in specific circumstances—for example, if a student is missing an education plan or has met all the requirements for a degree or certificate but hasn't petitioned for it. These campaigns are very successful, with students who are part of these campaigns completing the targeted action at significantly higher rates than those who are not. The Success Center monitors student success data and creates campaigns as needed to close gaps. For example, data showed that students who started in the spring semester had lower course success and persistence data than those who started in the fall. In response our Success Center staff adapted programming to ensure that Spring-starting students had access to all of the resources they needed to be successful, including Wolverine Welcome (which had previously been offered only in fall). The data from the first Spring Wolverine Welcome is very strong: students who participated had a success rate 4% higher than those who didn't and were 25% more likely to persist to Fall 25.

To enhance communication, the District also employs a robust multi-modal marketing and communications strategy that includes email, web, graphic design, print materials, video content, social media, 40+ integrated digital displays, mobile applications, and more. Emails to students are reviewed and updated regularly to ensure they are accurate, clear, and relevant. The District can track the effectiveness of these communications by monitoring open rates. Additionally, text messages are used to remind students of important deadlines, like registration dates. This proactive outreach has led to significant increases in early registration by students.

Communication preferences are continuously assessed through all-student emails to ensure the District is meeting students' needs. These assessments help guide future communication efforts and

ensure that students receive information in the formats that work best for them. While these communication efforts are already robust, Sierra College is working on creating a more comprehensive institutional communication plan. This plan will focus on streamlining communication across different platforms, including social media, and will clearly outline the services available through each channel. By doing so, the District hopes to improve accessibility and relevance in all communications with students.

The District's website is an important source of information for students, offering up-to-date information about programs and services as well as critical time-sensitive announcements such as campus closures or technology interruptions. Interactive maps on the website allow visitors to highlight buildings or services on the maps and get walking directions. Much of this information is also available to students through the Sierra College app, which gives students access to the event calendar, campus maps, MySierra, Canvas, and student email.

Sierra College maintains a dynamic, student-centered communications ecosystem supported by an agile and evolving social media strategy. Active platforms include Facebook, Instagram, and LinkedIn, which are used to deliver timely, accessible, and accurate information about district initiatives, student success stories, support services, resources, and community engagement. A content management program is leveraged to enhance the scheduling and reconciling of content across multiple platforms.

To complement written communications, Sierra College leverages video content and short-form tutorials across social media and digital display systems throughout campus. These videos provide an engaging and accessible way to deliver information about student services, campus resources, and how-to processes. By incorporating video as a core communication tool, the District enhances understanding and expands reach, particularly among visual and auditory learners and mobile-first users.

Accessibility remains a central focus embedded across all aspects of Sierra College's communications strategy. The District's website consistently achieves a 92% average score in compliance with Level A and AA WCAG accessibility guidelines, exceeding industry benchmarks. The website also offers instant translation into more than 100 languages, ensuring equitable access for multilingual users. Email communications are adapted based on audience needs and content relevance, with translated versions provided when appropriate. In addition, all digital images and video content include alt text and captions, supporting users who are deaf, hard of hearing, visually impaired, or English language learners.

Overall, Sierra College is committed to maintaining clear, accurate, and consistent communication with students. Through a variety of channels and ongoing evaluation of communication practices, the District ensures that students have the information they need to succeed in their academic journeys.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Sierra College has implemented several strategic initiatives, facilities enhancements, curriculum revisions, and schedule modifications to ensure that students are able to complete their degree and certificate programs within a reasonable timeframe. These efforts are guided and evaluated by a series of dashboards and assessment strategies that are implemented through the Office of Planning, Research, and Resource Development.

In 2016, the time-to-completion at Sierra College was approximately 3.4 years for a 2-year degree. A review of these data led to a comprehensive review of our scheduling process, which led to a variety of institutional changes to improve time-to-completion.

In 2018, the creation of the scheduling office, which centralized the inputting of the schedule, was a key step in coordinating the scheduling process across divisions and ensuring that students have access to the courses they need to stay on track toward graduation. This initiative works together with the development of Interest Areas and Guided Pathways, which allow students to identify their academic programs early in their college journey while providing flexibility to change majors or programs without losing momentum or credits.

Sample Academic Plans for all degrees and certificates are available on the website. These plans show how a student can complete their program in two years or less. With the implementation of Cal-GETC and AB 1705, plans are being updated so students have the latest information. During schedule development, student course-taking patterns are analyzed against degree and certificate requirements to determine how often a given course should be offered: core requirements are offered more frequently while electives or general education courses in areas with many options may be offered once a year or even every other year. In some cases, courses will be run with low enrollments if they are required for students to complete their degree or certificate program.

To further support timely completion, the District schedules classes to help students complete degrees and certificates within two years or less. This includes offering specialized scheduling options like 8-week classes, which have shown considerable growth and are approaching 30% of our offerings in Fall 2025. While the 8-week courses carry a more intense workload, they allow students to focus on only two to three classes at a time; additionally, if something happens in a student's life to prevent them from finishing a full semester, they may still be able to complete 8-week sessions. Extensive feedback from counselors has been used to inform the development of short-term options. Students taking 8-week courses show higher success rates and lower equity gaps in overall outcomes.

The Business FOCUS program, a cohort that allows students to complete their Business ADT in two years with all 8-week courses, has shown significant increases in course success and retention. The District is expanding the FOCUS concept with the addition of a Psychology ADT cohort in Fall 2025. As we schedule more 8-week classes and develop degree pathways, enrollment in this term structure has increased, and these classes often fill more quickly in our enrollment cycle, suggesting that many students are preferentially seeking out 8-week courses. This has led to an increase in the number of students who are taking full-time loads of 8-week courses.

Sierra College has also increased access to classes through online offerings. During COVID, the District was almost fully online. Beginning with Fall 2020, select programs that students could not complete online, including nursing, allied health, and hands-on CTE disciplines, were brought back in person. This enabled students in those areas to complete their educational goals with minimal disruption. In the post-COVID era, our course offerings have settled at roughly 40% fully online and 60% on ground/hybrid, with students enrolling in fully online courses at a slightly higher rate. This increase in online course offerings contributed to an increase in degree completion during COVID that was largely driven by increased access to courses; while degree completion was lower in subsequent semesters, we are trending back up and have surpassed pre-COVID numbers as of 2024-25.

While students overall show a preference for online courses, there is wide diversity within Sierra's student population, and the District offers students a choice of modality whenever possible. This means that some on-ground courses run at lower fill rates than were typical in the past. However, as we balance student options and efficiency, those on-ground sections may be less plentiful or frequent than they were in the past if students do have an online option available.

The District uses a variety of tools to optimize its scheduling process. From 2018 to 2024, we subscribed to the Ad Astra scheduling service, which provided a series of dashboards to evaluate and prioritize high demand and bottle necked courses in the scheduling process. Starting in 2024, we phased out Ad Astra and replaced it with internally created scheduling dashboards that allow deans and department chairs both historical and live looks at the schedule and enrollment. The offerings for the current semester can be compared to previous semesters, and live enrollment data (by modality) allows us to add sections as needed during the enrollment cycle. A Space Utilization Report, which evaluates room usage efficiency, ensures that scheduling aligns with state requirements and helps in qualifying for state funding when making facility upgrades.

In addition to schedule management, Sierra College also works to reduce time to completion through its facilities planning and curriculum revisions and by increasing opportunities for Credit for Prior Learning and Dual Enrollment. The details of these strategies are described below.

The availability of more online sections has meant the elimination of enrollment bottlenecks in almost all disciplines—with the exceptions of allied health programs and lab sciences. Allied Health programs are typically constrained by the availability of both faculty and clinical placements; however, enrollments in these programs are capped to ensure that we have the resources needed to ensure students can complete their studies in the expected timeframe. Lab science offerings are constrained by the availability and turnover of faculty and instructional assistants as well as existing lab space; the science labs have the highest space utilization of any classrooms in the district. As a result, the District can't meet student demand for some classes.

For example, all sections of BIOL 5 and 6, our anatomy and physiology sequence, were full with waitlists five days into Spring 25 continuing student registration. We have taken various steps in recent years to improve access to lab classes, including adding five modular lab buildings and adding faculty lines in Anatomy and Physiology, Chemistry, and Microbiology, but bottlenecks remain. Students who are not able to find space in these critical prerequisite classes can have their

graduations delayed by a semester or more. The new Science Building, which will go out to bid during Fall 2025 and is scheduled to open in the next two to three years, will provide an additional 5,800 square feet of lab space. We are developing a staffing plan that will enable us to maximize the number of lab science sections taught and students served in the new facility.

Departments also review their curriculum and course offerings to identify structural barriers to timely degree completion. Two recent examples of this are in Ethnic Studies and Biology.

The addition of a three-unit Ethnic Studies course to the CSU and CCC graduation requirements (Area F) required the District to act quickly to build a program capable of meeting student demand—the Ethnic Studies department has grown at an unprecedented rate. The Social Sciences Department was changed into Ethnic Studies in 2021, and at that time the department offered two courses that met the new requirement. The 2025-26 catalog offers six courses that meet the requirement; in that time, the department grew from no full-time faculty to five starting in Fall 2025. The schedule included eight Ethnic Studies sections in Fall 2021; this number has grown to over 60 in Fall 2025. Through investment in full-time faculty lines and a wide range of course offerings, the District has ensured that we are able to meet the needs of students seeking degrees at Sierra or transferring to the CSU system.

In response to high student demand and persistent bottlenecks in pre-requisite classes, the Biology department reviewed the structure, sequencing and pre-requisite requirements for its degree pathway in 2021. At the time, CHEM 1A was a prerequisite for the BIOL 1, 2, and 3 sequence. Chemistry lab constraints created a bottleneck at CHEM 1A that kept biology students from starting their major classes and impacted enrollments in BIOL 2 and 3. After reviewing the data, the department opted to remove the BIOL 1 and 2 prerequisites and create a third class, BIOL 140, that integrates the content from BIOL 1 and 2 into a single course. In the new degree pattern, students can start in BIOL 1, 2, 3, or 140. Taken together, these changes reduced the total courses needed to complete the Biology degree and dramatically reduced the impact of the Chemistry 1A bottleneck.

Credit for Prior Learning (CPL), which allows students to earn college credit for skills and knowledge acquired outside the classroom, reduces the time it takes to complete a degree or certificate. Prompted by changes in Education Code in 2020, Sierra expanded the ways that students could get transcripted credit for learning outside of the traditional college classroom, including credit by exam, industry training and credentials, and Joint Services Transcripts. At the same time, barriers to CPL, such as fees and rigid timelines, were eliminated. The college website includes a landing page for CPL, which gives information about its benefits, links to the application, and offers an FAQ. Since 2020, there has been strong growth in CPL, particularly in public safety majors.

Dual Enrollment programs offer high school students the opportunity to take college courses while still in high school, helping them reduce the time needed to complete their degree. Dual Enrollment (DE) students have very high course success rates (approaching 90%), are more likely to come to Sierra when they graduate and have shorter times-to-completion than non-DE students. Since beginning the DE program in 2016, we have focused on developing pathways for high school students, both CTE and GE. As a result, DE students who matriculate to Sierra after graduation are

more likely to have already completed math, English, and other GE requirements. Dual enrollment students now make up over 20% of the student population at Sierra College.

In addition to the project-specific assessments described above, the District regularly monitors and evaluates its course offerings to ensure that they align with student needs and degree requirements. Feedback from counseling faculty and students is incorporated into the scheduling process, with special attention given to the timing and sequencing of courses to support student success. Program reviews, institutional evaluation, and real-time data such as waitlist updates and enrollment trends are used to identify areas for improvement. Data from institutional assessment dashboards, including metrics on time-to-completion and momentum benchmarks, provide disaggregated information on student progress, allowing the District to make data-informed decisions on scheduling and course offerings. These time-to-completion data are summarized at different levels in the organization to understand overall institutional progress and identify areas where timely student completion is lowest.

Taken together, these combined efforts have reduced overall time to completion by approximately one semester—time to completion in 2022-2023 (the latest available data) was approximately 3.0 years. Looking ahead, the District acknowledges the need for an enrollment management plan to better address course availability and impacted programs. Our continued efforts will focus on improving access to high-demand courses, especially in lab-based disciplines, to ensure that students can progress through their programs without unnecessary delays.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Sierra College employs a comprehensive approach to evaluating and enhancing its teaching methodologies and delivery modes, ensuring they effectively support equitable student learning and achievement. The institution's framework for continuous improvement is guided by the Educational Master Plan, which covers a ten-year period and is reviewed and updated approximately every three years. This plan ensures that all instructional practices, including delivery modes, align with the District's strategic goals and promote student success.

The District regularly evaluates the effectiveness of its delivery modes. The institutional goal for success and retention is 77%. In Fall 24 the District exceeded its course success goal, with an overall success rate of 78.5%. Success rates are relatively consistent across modalities. Approximately 40% of courses are scheduled online, with another 25% delivered as hybrid, and the overall success rate for online classes (78% in Fall 24) slightly exceeds the institutional success goal. However, the disaggregated success rate across all modalities are highly variable and several demographic groups show equity gaps, including African American, LGBTQ+, and Native American students. Now that we have met the overall institutional goal, we will engage in an institutional dialog about raising our targets in the next revision of the EMP.

Robust training and professional development for online faculty has dramatically improved student success rates in online classes. Historically, online courses had much lower success rates than on

ground sections (approximately 10%) and much larger equity gaps (e.g., up to 27% for Black and African American students). In response, in 2016, we significantly increased the availability of faculty trainings and revised the online course review process. Now success and retention rates for our online and hybrid courses are within 1% of rates for on-ground classes, and equity gaps have been reduced for all groups. Despite this progress, equity gaps still remain for several student populations, so we continue to develop our professional development programs (e.g. Humanizing Online Academy and Equitable Instruction Workshop, described in section 3.2).

While we are encouraged by the parity in online/on ground success rates overall, the persistence of disproportionate impact on several student groups means that as a college we still have much work to do. As described throughout this report as well as in our Student Equity Plan, the District continues its strong focus on eliminating equity gaps in all courses, including online, through faculty professional development, programs like Umoja, and instructional Program Review.

Program review (PR) is used to assess the effectiveness of instruction and teaching methodologies at the departmental level. In the new program review process, initiated in 2023, instructional departments take a deep dive into their disaggregated student data, looking for both areas where student success is strong and where equity gaps or low overall student achievement exists. The Program Review Committee, a standing committee of the Academic Senate, collaborates with the Instruction Office to put on two "PR fest" days each fall during which programs undergoing review meet with deans, counselors, support specialists, and Program Review Coaches to gather a broad range of perspectives. Departments then create an "action plan" for improvement over the next six-year PR cycle; they can also apply for funding to implement these plans if needed. In a midterm report halfway through the cycle, programs evaluate their progress toward goals and make changes as needed. As an example, the Music Department completed its program review in 2024-25. One of their findings was that the texts required for music majors were very expensive and created a barrier for students. As part of their action plan, they applied for an OER grant to make the classes required for the music major completely zero-cost textbook (ZTC). The first series of those textbooks has been written; they are currently undergoing editing and are scheduled to be in use during the 25-26 academic year. The major will be fully ZTC by 2027. The Political Science Department's action plan used student success data to plan for new SLOs and support for faculty SLO assessment. While this is a relatively new process (the first programs will go through the midterm report in the 26-27 academic year), initial results indicate that faculty are more engaged with the PR process and invested in future outcomes than with the previous reviews, which faculty felt were created in isolation and then "put on a shelf" until the next cycle began.

Sierra College has practices in place to ensure ongoing alignment with federal requirements for distance learning. Administrative Procedure 4105 ensures that all courses approved for delivery though distance education meet the requirements of Title 5, Section 55204 of education code, including the need for regular and substantive interaction (RSI). The faculty contract also specifies that online instruction includes Regular and Substantive Interaction. All faculty teaching online must complete approved training within their first semester and then pass a rigorous review process that includes an evaluation of both effective practices (including RSI) and accessibility the following semester. Faculty are evaluated on a three-year cycle; anyone teaching online will have an observation and student surveys conducted in an online section to ensure RSI requirements are

continuously met. If the evaluation process shows that an online class is not meeting the RSI standard, the academic administrator can recommend additional training for the instructor, schedule a follow-up evaluation, and/or decline to make online assignments in the future. Additional details of the outcomes from online faculty trainings are summarized in section 3.2.

Sierra College does not offer correspondence education.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Sierra College is committed to designing and delivering a wide range of student services that support the unique needs of its diverse student populations. The District continuously conducts disaggregated assessments of student outcomes, which helps identify historically marginalized student groups who may require additional support. By offering a broad spectrum of student services, Sierra College ensures that students from various backgrounds have access to the resources and assistance necessary for success. These supports are deployed through both broad campus-wide structures and processes and target interventions to support students from historically marginalized groups.

Guided Pathways Implementation

In 2016, Sierra College began the implementation of a Guided Pathways framework to support students throughout the academic journey. This effort was implemented as a collaborative partnership between the Student Services and Instructional Divisions and led to a reorganization of the District's academic programs into Interest Areas and an alignment of Student Services support programming to each Interest Area. In 2024-2025, the composition of the original Interest Areas were revisited through a collaborative process. The ten Interest Areas are now fully aligned with the five instructional divisions, clearing the path for even deeper collaboration between Instruction and Student Services on the student experience.

Under the Guided Pathways model, support services start as part of student recruitment and onboarding. As described in section 2.4, Sierra College supports Enrollment Specialists, Transition Counselors, and dual enrollment with each of its primary feeder high schools throughout Sierra's service area. These programs are structured to help students understand the processes and procedures at Sierra College and start their higher education journey before a full transition to college.

As new students are onboarded, the Outreach team ensures that students are aware of the full range of services available to them, helping them make informed decisions about accessing support resources. All students apply to Sierra College through the common California Community College Application (CCCApply), where they declare an academic major and share information about their

academic and personal background. Based on this information, students are assigned to an Interest Area and paired with a primary academic counselor and student Support Specialist. Counselors and Support Specialists are assigned caseloads of specific students to build strong relationships and create a welcoming environment. In addition, syllabus recommendations have been developed by the Faculty Professional Development Committee (a standing subcommittee of Academic Senate) to include language that connects students with helpful support services, making it easier for them to find the resources they need.

This Guided Pathways infrastructure is then leveraged to support students with different services that correspond to different needs throughout their academic journey. Initially, all students must meet with a counselor prior to registration, with a goal of having all students develop comprehensive educational plans in the first two semesters. Counselors are assigned a caseload of students within a specific interest area; this focused approach allows counselors to develop specialized expertise in their assigned programs of study and build stronger relationships with students through more holistic support. By deeply understanding the curriculum, transfer requirements, and career pathways within their interest area, counselors can provide more targeted and effective guidance. The Success Center complements this work by case-managing students within each interest area; following monthly schedules to keep students informed of upcoming deadlines and offering support; coordinating campaigns to offer targeted support to students (such as those who withdrew completely during the semester); and hosting Wolverine Welcome, a summer orientation for first-time students. Wolverine Welcome includes both in-person and online sessions, with a focus on career preparation, which has been shown to improve student persistence.

As students progress in their academic journey, student support services transition to focus more on completion, transfer and career exploration. The District also offers Career and Transfer Connections, which include services such as resume writing, cover letter assistance, and transfer application workshops. These services are available both online and in-person, helping students successfully navigate their academic and career pathways. The Career and Transfer Center also coordinates dozens of events every semester, including organizing career and transfer fairs and hosting university and employer representatives, to connect students with transfer opportunities and regional employers. Instructional faculty in different departments also work to support students through hosting career-focused events and embedding career and transfer into their curriculum.

Special Populations Programs

Students from historically marginalized communities are also connected to academic counselors and/or support specialists from dedicated special populations and identity-based programs. Special population programs at Sierra College are designed to meet the needs of students who are part of historically disadvantaged groups. These support services are housed in our Extended Opportunity Programs and Services (EOPS, which includes Cooperative Agencies Resources for Education [CARE] for single parents on public assistance and NextUp for current and former foster youth), CalWorks, TRiO, Rising Scholars, Guardian Scholars, Student Accessibility Services, Veterans, and Basic Needs. Collectively these programs work to connect students with a wide array of financial aid programs, counseling and educational resources/services. Resources and services vary across these program but include:

- Academic, personal, and career counseling
- Information and referrals to campus and community programs and services
- Educational expense cards
- Employment opportunities
- Financial grants
- Transportation and fee waivers
- Textbook and material waivers
- Loaner laptops and calculators
- Monthly attendance reports
- Priority registration
- Tutoring

Sierra's CommUnity Center is home to a variety of identity-based programs, including Puente, Umoja, Wonoti, The Village, Unidos, and Pride, that support the needs of students from diverse backgrounds. These programs are open to all students and are described in more detail in section 2.8.

The Success Center case-manages all students from disproportionately impacted groups, providing individualized guidance on campus resources and critical deadlines and referring students to other key support services such as financial aid, educational planning, academic support, and basic needs assistance.

The District employs various early intervention strategies to identify students who may be struggling and in need of additional help. Sierra Connect (a.k.a. Starfish) Early Intervention Flags allow instructional faculty to alert support services when a student requires extra assistance, helping prevent academic challenges before they escalate. Financial Aid regularly offers workshops to assist students in completing their FAFSA/CADAA, ensuring they can access financial resources. These workshops are open to all students, not just those attending Sierra College, contributing to greater accessibility and outreach to the broader community.

Sierra College recognizes the critical connection between mental health and academic success, offering an extensive array of mental health support services to meet diverse student needs. The Student Health Center provides licensed therapy through both in-person and online appointments, while TimelyCare offers 24/7 virtual mental health support, including scheduled licensed therapy,

on-demand "TalkNow" counseling, peer support through community discussions, and self-care content. The CARE Team and Title IX Campus Advocates deliver personal counseling, crisis intervention, case management, and advocacy services. Mental health supports are increasingly integrated across campus, including into Residence Life, Athletics, and Basic Needs services, with specialized initiatives like the Green Bandana Project for peer-based suicide prevention launching in Spring 2025. Community partnerships with organizations such as Lighthouse Counseling, Stand Up Placer, and county mobile crisis teams further extend available resources. Student feedback demonstrates positive outcomes, with TimelyCare usage showing a high satisfaction rate (4.96/5.0 average rating) and 79% of students reporting mental health improvement after utilizing these services.

In Fall 2022, Sierra College established a Basic Needs Center. This center provides services related to food assistance, housing assistance, mental health, childcare, physical health and hygiene, technology and transportation. Visitation and use of the Basic Needs Center has grown from approximately 800 to 1000 unique students per term. In response, we have continued to add fund raising and staffing support, adding a full-time program manager in 2022 and partnering with the Sierra College Foundation to raise funds for student needs. Programming in the Basic Needs Center is supported through a dedicated dashboard to assess student usage and evaluate and refine programming over time.

Library Services and Tutoring

Sierra College has a Library and/or Learning Resource Center on each of its three main campuses. These facilities provide a range of academic resources and services to support students across their educational journeys. Library services include technology support, loaner laptops and cameras, textbook reserves, and course integrated library instruction sessions. Librarians provide support via chat, face-to-face, and online appointments. Students also have access to a computer lab with scanning and printing options, as well as collaborative working spaces, study rooms, and quiet study areas. Library collections contain over 90,000 print books, 365,000 e-books, 60,000 online periodicals, and 38,000 streaming videos.

The libraries and Learning Resource Centers also house a range of tutoring programs, including in-person and online appointments. These resources are supplemented by tutoring services that are offered through different academic departments and online through a subscription to Tutor.com, which is accessible to students 24/7. Given the breadth of tutoring services across campus, Sierra College has recently conducted a full inventory of our STEM tutoring services and is working to develop a comprehensive strategy for STEM tutoring across the campus (see section 2.9 for additional details). The Writing Centers at the Rocklin and NCC campuses offer in-person help with writing in all subjects, and all students can access online appointments with the Writing Center professionals. They also help students with resumes, cover letters, and scholarship applications, in collaboration with the Career and Transfer Connections Center.

Select sections in a variety of disciplines offer embedded Peer Academic Support Structure (PASS) tutors. These tutors, recommended by faculty, go through 10-hour nationally certified training program on tutoring best practices to effectively help other students. PASS peers attend class sessions and work with enrolled students outside of class on study skills, course content, and other needed

supports. This program is very successful: students with under a 3.0 high school GPA who take PASS peer sections have higher average grades than those in non-PASS sections.

Sierra College also supports students through identity-specific academic programs and resource centers. These programs and centers, open to all students, include Umoja (dedicated to enhancing the cultural and educational experiences of African American and other students), Puente (supporting the educational success of students with an emphasis on the Latino/a experience), NASSSP (to support Native American students), and Pride (to support LGBTQ students and allies). Details of the programs and services are described in more detail in section 2.8.

Sierra College evaluates the effectiveness of its student support services through a combination of formal and informal processes. Program Review is a primary method for assessing the efficacy of Student Services, but many programs also have individualized reporting and assessment mechanisms. A dedicated dashboard for each Student Service area helps track overall effectiveness. Broad assessments of Student Services are conducted through periodic campus-wide surveys. Additionally, tutoring services, such as those offered through the Learning Resource Center (LRC) and Math Centers, collect and analyze data to measure their usage and impact on student success. Details of the Student Services Program Review are described in Section 2.9.

Overall, Sierra College's student services are designed with a commitment to ensuring that every student has access to the support they need to succeed. Through continuous evaluation, targeted interventions, and personalized services, the District works to address both academic and non-academic needs, promoting success for all students.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

At Sierra College, fostering a sense of belonging and community among students is a central focus, and the institution achieves this through a diverse range of formal and informal engagement opportunities. Understanding the varied needs of its student population, the District provides multiple avenues for students to connect with the institution, its programs, and their peers, ensuring that their educational journeys are supported both inside and outside the classroom.

One of the key initiatives at Sierra College is the Wolverine Welcome program, offered in person and online, which is designed to help new, first-time students transition into college life. This three-hour summer session serves as a comprehensive introduction to the campus, offering students the chance to meet their peers, explore essential resources, connect with student engagement opportunities, and engage with academic supports. Students are also introduced to various programs, career resources, and services such as financial aid and technology tools like MySierra and Canvas. Wolverine Welcome has a strong positive impact on student persistence: in Fall 2024, 90% of students who attended enrolled in the following semester compared to 79% of those who

did not. This program, recently expanded to the spring semester, plays a vital role in ensuring students feel supported and prepared for the semester ahead.

In addition to Wolverine Welcome, the Residence Halls at Sierra College provide a unique environment for student engagement and community building. Approximately 120 students live in our current residence halls during Fall, Spring, and Summer sessions. Through a combination of social programs such as Cookies and Coloring Night and Taco Tuesday, along with academic check-ins and personal support from Resident Assistants and Community Assistants, the Residence Halls create a strong sense of community and support among residents. This holistic approach to student life promotes both academic success and personal well-being, contributing to an inclusive and engaging environment. Our new student housing, opening in Spring 2025, will house 320 students in six-student suites with kitchenettes and provide a full array of amenities including study spaces, a weight room, and indoor/outdoor gathering areas.

Beyond the Residence Halls, Sierra College's Student Engagement Centers (SECs)—The Cross-Cultural Center, the Pride Center, and The Women and Gender Resource Center--offer a wealth of cultural and social programming aimed at supporting and celebrating underrepresented populations These initiatives align with the District's heritage month calendar, ensuring that every community on campus is recognized. Events such as Latinx/e Fest, Afro Fest, Queer Visibility Week, and Multi-Cultural Mash are just a few examples of how the SECs foster cultural awareness, inclusivity, and community-building. These events are open to all students and the public, ensuring that everyone has the opportunity to participate in the rich diversity of the campus.

Sierra College's vibrant club culture is another cornerstone of student engagement and community building. The Inter Club Council (ICC) oversees more than 35 active student-led clubs representing diverse interests, from academic disciplines and career paths to cultural celebrations, hobbies, and social causes. These clubs provide students with meaningful opportunities to develop leadership skills, pursue shared interests, forge connections with like-minded peers, and enhance their college experience beyond the classroom. Each semester begins with Club Rush Day, a campus-wide event where clubs showcase their activities and recruit new members. The Associated Students of Sierra College (ASSC) supports these organizations through funding allocations, leadership training, and administrative guidance as outlined in the comprehensive Club Handbook. Club advisors, who are faculty or staff members, mentor student leaders and help maintain continuity from year to year. This structured yet flexible club system ensures that students can either find their community within existing organizations or create new clubs to address emerging interests, allowing Sierra College to remain responsive to the evolving needs and passions of its diverse student body.

The District has a thriving and successful Wolverine Athletics program. Over 500 athletes compete on seven men's and twelve women's teams across nineteen sports. The Wolverines consistently rank among California's elite community colleges, finishing third in Northern California in the 2024-25 NATYCAA Daktronics Cup standings and capturing multiple conference championships in recent years, including men's and women's swim and dive, women's water polo, volleyball, wrestling and beach volleyball. Additional highlights include numerous individual All-American honors and coaching awards across multiple programs. Sierra College student-athletes also excel academically, significantly exceeding college averages in success, retention, and completion. Athletics serves as a

vital pathway for student engagement, providing opportunities for leadership development, teamwork, and connection to the campus community while supporting students in achieving their academic and career goals.

Student governance also plays an essential role in fostering engagement. The Associated Students of Sierra College (ASSC) and the Inter Club Council (ICC) ensure that student voices are represented in campus decision-making processes. These groups engage in participatory governance, working closely with faculty, staff, and administration to address the needs of the student body and promote collaboration across campus. The ASSC President serves as a non-voting member of the Board of Trustees; the ASSC also appoints members to Strategic Council, the District's primary participatory governance body. By providing a forum for student concerns and encouraging involvement in policy decisions, these bodies contribute to a more inclusive and responsive campus environment. In addition to its role in the Participatory Governance process, ASSC is also engaged in work to directly support students across the campus. For example, ASSC has actively supported initiatives across the campus to provide better access to transportation for students and contributed $250,000 to endow a bed in the new dorm facility to provide emergency housing support for homeless students. The ASSC also plays an important role in promoting civic engagement among students by supporting events such as Constitution Day and voter registration drives.

The Undocumented Student and International Services Center plays a crucial role in supporting immigration-impacted students, offering them a comprehensive support system that connects them with vital campus resources, legal services, and financial support. This holistic, one-stop-shop approach allows these students to navigate their unique challenges and experience a sense of belonging and connection to the broader Sierra College community. The center also shares information with undocumented students and allies through an email newsletter. The District offers UndocuAlly training to ensure staff can support the unique needs of our undocumented students.

Sierra College also offers a range of programs that focus on the needs of students from first-generation and underrepresented minority backgrounds—specifically, students from Black or African American, Hispanic American, Native American, Asian American or Pacific Islander, and Native Hawaiian racial/ethnic backgrounds. The strategies to support students from these racial/ethnic groups have been formalized as part of Sierra College's Student Equity and Achievement (SEA) Plans since 2019. These SEA plans identify equity gaps in student enrollment and success for each of these groups and describe strategies and assessment metrics that will be utilized to support and track their progress over time. While these programs focus on the experiences of students from specific backgrounds, they are open, as are all college services, to interested students of all backgrounds.

The core approach to serving these communities since 2020 has been through CommUnity, an umbrella that includes programs focused on underrepresented and disparately impacted students:

- Puente: supporting the educational success of students with an emphasis on the Latino/a experience, has recently expanded to a second cohort.
- Umoja: dedicated to enhancing the cultural and educational experiences of African American and other students, offers a full Cal-GETC GE community pathway for students, supported with personalized attention and culturally relevant programming. The Village supports students who

seek community outside of the Umjoa program. Sierra also hosts a chapter of A2mend and a Black Student Union club.

- Wonoti: a community dedicated to enhancing the cultural and educational experiences and opportunities of Native American and Pacific Islander/Polynesian students. Resources include the Native American and Pacific Islander Resource Room, the Native American and Pacific Islander Club (NAPI), specialized counseling, and mentorship with a Tribal Liaison.
- Pride: empowering students by providing resources that specialize in the needs of our diverse LGBTQ+ community.

The programs in CommUnity are all organized around providing holistic "wrap-around" services to support students throughout their educational journey, which include different combinations of resources and services:

1. Events and activities and study space in the CommUnity Center in the LRC.
2. Outreach events to promote cultural engagement and campus community.
3. Dedicated counselors, liaisons, and/or faculty advisors and mentors.
4. Dedicated cohort classes and curriculum pathways that are structured to deliver content using differentiated curriculum and culturally responsive pedagogy.
5. Culturally specific graduation celebrations.

While significant equity gaps persist at the District, those gaps are closed or even eliminated for students participating in these programs. For example, Umoja students had a success rate of 74.5% in their Fall 2024 classes, compared to the institution average of 78.5% and 67% for Black/African American students who did not participate in Umoja. 59% of Puente students persisted from Fall 2023 to Fall 2024, compared to the district average of 47%. We continue to work on sustainable ways to scale the successful practices that have emerged from these support programs.

In addition to programmatic resources, the District is focusing on creating physical spaces that are conducive to building student community and expanding trainings for faculty and staff related to culturally inclusive best practices. In addition to spaces that support students in specific programs or with a specific emphasis, like the CommUnity Center or the Student Engagement Centers, the District offers many areas that support general community building. The Q building, our largest classroom building that opened in 2023, was designed with significant open "sticky space" where students can gather, relax, and study. A coffee shop, comfortable seating, and tables are placed on the second floor; a tiered seating area connects the ground and second floor; and a large open space on the ground floor offers more places for students to gather. In the LRC, the book collection was consolidated on the third floor, which remains a quiet study space. The second floor is a "noisy" area offering a welcoming variety of study spaces and seating. Another coffee shop sits in the lobby area; in addition to offering tables and seating, it hosts intimate events like poetry readings during the year. As part of our campus modernization, we are preparing for a major renovation of the Student Union. As part of early planning, the Facilities Department asked hundreds of students what they would like to see in the new facility: communal/event space and quiet study space were most mentioned. As we enter the design phase, providing both of those functions will be a top priority.

To expand a sense of belonging and community on campus, a variety of trainings on culturally responsive and inclusive practices have been offered to faculty, classified professionals, and managers. Convocation keynotes, flex week workshops, and virtual and in-person trainings throughout the year ensure that all staff have access to robust training focusing on creating a warm, welcoming, and supportive environment for everyone on our campuses, students and employees alike. Additional information on employee professional development can be found in section 3.2.

Sierra College places great importance on assessing its engagement programs to ensure their effectiveness. The institution collects direct feedback from students through event evaluations, surveys, and ongoing discussions with faculty and staff. This feedback loop ensures that the District's engagement activities remain relevant and aligned with student needs, allowing the District to continuously improve and adapt its offerings. To evaluate and refine our engagement programs we have developed a series of dashboard tools to review student usage of different programs and their corresponding outcomes. And, to further enhance our engagement work, we are developing mobile event sign in (through Starfish Kiosks) to better understand who participates in campus events and how event participation is related to success outcomes. Details of this evaluation process are described in more detail in Section 2.9 below.

Sense of belonging and community are also assessed through a campus climate survey. Sierra College conducted in-depth focus group research in 2020 and deployed its most recent climate surveys for all students in 2023. The survey results suggest that a majority of students feel comfortable with the overall campus climate. However, the results varied somewhat across demographic groups, and the overall interpretation and ability to generalize the results was limited by a low response rate. This coming year, Sierra College will be conducting a follow-up campus climate survey that will be structured to increase response rate and further explore the sense of belonging and community among students on campus.

Through these diverse initiatives, Sierra College creates a robust and inclusive environment where students feel supported, valued, and engaged. From cultural events and leadership opportunities to specialized programs and student governance, the District offers a range of opportunities for students to connect with the community, build meaningful relationships, and thrive academically and personally.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Sierra College is dedicated to ensuring the quality of its academic, learning support, and student services programs through a systematic process of assessment, review, and continuous improvement. The institution follows well-defined cycles for assessing student learning outcomes (CSLOs) and program student learning outcomes (PSLOs), with a strong emphasis on gathering and analyzing data that reflects equitable student achievement. The Educational Effectiveness Committee (EEC) oversees the process and is responsible for ensuring its effectiveness.

The Educational Effectiveness Committee (EEC), a standing subcommittee of Academic Senate, is charged with ensuring that student learning is regularly assessed through the gathering and analysis of evidence-based student learning assessment to help inform improvement plans, training opportunities, and resource allocation. The EEC coordinates all instructional and student services assessment throughout the district. This assessment process is guided by the Sierra College Assessment Guidebook. Student Learning Outcomes (SLOs) are regularly assessed at the course and program level to gauge the effectiveness of instruction. All courses have SLOs in the COR; as explained in section 2.2, the SLOs are available to students through the catalog, the schedule, and individual class syllabi. Each SLO is mapped to a Program-Level Student Learning Outcome (PSLO). SLOs are directly assessed; currently, the majority of program-level assessment occurs indirectly through "rolling up" SLO assessment results to the mapped PSLO.

The most recent complete SLO assessment cycle was 2019-2022 and the participation results were shared with the college community in Spring 2023. Full assessment participation is defined as a department having assessed each class offered during the cycle, including submitting evidence of departmental discussion and having a current assessment mapping and planning spreadsheet. Perhaps not surprisingly, the pandemic had a significant impact on assessment during most of this cycle as the focus turned to moving most of our classes online; even so, only three departments failed to meet any of the standards, with five departments in full compliance and another 48 partially meeting the standards. The development of the new Program Review (PR) process, discussed later in this section, included robust discussion of how to integrate SLO assessment more fully into PR so that faculty experience PR, SLO assessment, and curriculum review as integrated parts of a comprehensive department analysis rather than three separate, loosely connected, processes. As discussed in section 2.2, our recent implementation of Courseleaf CIM has provided the tools needed for immediate and accurate SLO/PSLO mapping and we should have our mapping updated by the end of 2025. This, along with our revised PR process, should help us improve our assessment participation in the 2023-26 cycle and beyond. Additionally, while we know assessment and in-depth conversation about how to improve student outcomes is happening at the department level, our current system of tracking changes made as a result is cumbersome and is not always completed by department faculty. By Spring 2026, we will have integrated the tracking of SLO assessment into Canvas to streamline and automate the process, making it much easier to capture the assessment that is taking place.

The District uses a three-year cycle for assessing CSLOs in instructional programs, while student services programs are assessed on a six-year cycle. To begin the cycle, individual faculty load results for a specific SLO assessment into the Student Learning Assessment Summary (SLAS) form, which populates the SLAS Response Dashboard. The dashboard aggregates the SLAS results, which can then be viewed by department, course, or instructor. Training requests are also captured in this dashboard to assist in the creation of professional development opportunities.

To support faculty participation in SLO assessment, departments convene two Planning and Assessment (P&A) days each year. These are in addition to regular department meetings, and part-time faculty have been compensated (in addition to any flex hours they have) to attend. At these meetings, department faculty review results from the previous semester's SLO assessment, "close

the loop" on changes made in response to previous SLO results, plan for upcoming assessments, and work on program review when needed. The P&A day discussion is recorded on Department Assessment Analysis (DAA) forms, which close the assessment loop and capture the meaning of the assessment for the program. In Spring 2025, the Math department's DAA form captured their in-depth discussion of the current Partnership Resource Team (PRT) project they are going through, including their planning with Institutional Research to evaluate the impact of Just-in-Time Remediation and Active Learning interventions on student success. DAAs are uploaded to the SLO Teams area, where they are tracked by the EEC and reported out to the college community at the end of the three-year cycle.

The robust discussions at P&A days directly result in improvements and innovations in support of equitable student achievement. For example, in Spring 2025, the Humanities Department noted that new AI tools have made some previous SLOs outdated as those tools can generate responses without real learning happening. In response, they developed a collaborative plan for new outcomes focusing on lived experience. The Environmental Sciences and Sustainability department in Spring 2024 discussed the impacts of ongoing efforts to increase success rates for students in underrepresented demographics; they found some successes but noted continuing equity gaps. They decided to increase their engagement with the Umoja, Puente, and Wonoti programs with the goal of developing cohorts.

While SLO assessment is well established at Sierra, not all departments have met the standard of every class having at least one outcome assessed within a three-year cycle. In the most recent complete cycle for which data is available (Fall 2019-Spring 2022), 59% of the courses taught reached the target. Among departments, the percentage of assessed courses ranged from 0% to 100%. In many cases, there were clear reasons for these gaps—for example, the lack of assessment in Ethnic Studies classes resulted from the department being created at the end of the cycle (and having no full-time faculty to lead the process). However, this is an area in which we can do better. Current efforts to improve our assessment completion include the better integration of SLO assessment into program review, a focus on using CSLOs that are mapped to PSLOs to assess our program outcomes, and better use of software to streamline assessment input.

The District continues to improve on existing SLO assessment and Program Review processes. In 2021, the Office of Instruction and the Academic Senate collaborated to reimagine the instructional program review process. The new six-year instructional program review cycle integrates SLO assessment and curriculum review and program into a streamlined process. This new process, approved by the Academic Senate in Spring 2023, is being implemented over a four-year period, with an emphasis on aligning program outcomes with course outcomes. Faculty will continue to use the SLAS forms to report and reflect on assessment results, and programs will be prompted to use the DAA forms to discuss findings during Planning and Assessment Day (P&A Day). This integrated approach ensures that data on learning outcomes is included in the Program Review Data Templates, enabling continuous dialogue about program improvement. Approximately 15 programs went through the new PR cycle in the first two years, with the rest phased in by 2028-29. The new process has proved popular with departments, with several requesting to be moved to the new PR cycle ahead of schedule.

In 2024, the EEC developed a process for disaggregating learning outcome data to meet accreditation standards and help us further analyze equity gaps in our SLO results. The new dashboards, populated through the use of Canvas Outcomes (which connects assessment outcomes to student demographics), allow faculty to analyze SLO data by student subpopulations, thereby enhancing the District's ability to identify and address achievement gaps. Not all programs have moved to the dashboards, but once the new assessment process is fully implemented, the District will use this disaggregated data to inform institutional goal setting and improve student outcomes. The Business Department is an early adopter of Canvas Outcomes and has developed a plan to systematically and meaningfully evaluate SLO achievement through common assessments.

Additionally, faculty are encouraged to reflect on equity gaps in learning outcomes during the PR process, ensuring that discussions are aligned with the institution's commitment to equity and inclusion. This ensures that the assessment process not only evaluates academic progress but also focuses on identifying and addressing disparities in student achievement. The Art History Department's Spring 25 program review demonstrates this in-depth analysis—the department faculty considered not which classes had lower success rates, but also how disaggregation of student demographics revealed equity gaps within all classes. They developed a plan for addressing these gaps over the coming program review cycle.

Despite these advancements, there are opportunities for further expansion. There is a plan to extend the use of Canvas Outcomes for disaggregating SLO data across additional programs, providing a more comprehensive picture of student performance. Starting in Fall 2025, faculty will be able to directly assess SLOs through graded assignments, rather than having to rely on the use of Canvas Outcomes. This approach will streamline the process of SLO assessment and enable the direct assessment of a wider variety of grading/assessment styles, which we expect will increase faculty engagement in disaggregated outcome assessment. This system will also foster broader outcome assessment for Program Review by creating a program level view of assessment data. Faculty will be able to review the scope and outcomes of student assessment at the department, program (i.e., major/certificate), and course level. This increased functionality will allow faculty to better understand how students use different options in the curriculum to pursue their programmatic goals, and whether different strategies for achieving PSLO vary across different program pathways. Additionally, the student services program review process could be enhanced to better align with academic assessments, creating a more holistic approach to supporting students' educational journeys.

Sierra College's Student Services Division employs a structured and data-driven approach to evaluating its programs and services. Student Services Area Outcomes (SSAOs) are assessed on a six-year cycle, with each program responsible for evaluating at least one outcome annually. Historical data shows strong assessment participation, with rates reaching 96% in 2014-2015, though more recent cycles have identified opportunities for improvement as the District transitions to a more comprehensive evaluation framework. Recent student satisfaction surveys demonstrate that students generally rate their experiences with support services positively, with most services receiving "Very Good" or "Good" ratings from the majority of respondents. Particularly notable are Library Services, Counseling, and Tutoring Services, which received the highest satisfaction ratings

across demographics. Student Services and the Academic Senate are currently engaged in a process to revitalize the SSAO assessment process.

The District is currently redesigning its Student Services Program Review process to better align with institutional learning outcomes, strengthen the use of disaggregated data, and enhance equity-focused assessment practices. This redesign will ensure more systematic collection and analysis of quantitative and qualitative data, including access metrics, student feedback, and outcome achievement across diverse student populations. To date, Student Services faculty and staff have developed a draft set of SSAOs that align division work with institutional goals. Individual programs are developing subgoals that articulate how the work in each program supports the overall achievement of the corresponding SSAO. Once the subgoals are finalized, metrics will be developed for each goal so that programs can reflect on progress. Once the metrics are created, individual programs will begin formally implementing their assessment work. By aligning student services assessment with the District's equity goals, Sierra College continues to refine its support programs to address achievement gaps and promote success for traditionally underserved students.

Two examples of ongoing review of programs in Student Services are related to tutoring services and the Umoja learning community. Historically, tutoring services were offered through a variety of locations across campus and were overseen and administered by different departments and divisions. This structure often led to confusion for students as to where to go for different types of tutoring support. In response, Sierra College switched all tutoring services to the Accudemia software to better understand which students were using which services, and which tutoring strategies were leading to the best outcomes. This analysis highlighted that student outcomes varied significantly by discipline and tutoring strategy, and that many tutoring services were still not being tracked, despite the broader efforts to utilize Accudemia. One area that had the largest diversity of tutoring options was in the STEM disciplines.

In response in Spring 2025, Sierra College formed a STEM Tutoring Taskforce to review all STEM tutoring and develop a unified strategy going forward. This taskforce completed a full inventory of all formal and informal STEM tutoring and surveyed students and faculty to better understand barriers to student and faculty participation in tutoring. Based on this work, the taskforce recommended hiring at STEM tutoring coordinator and standardizing tutor training and services under one model. As of October 2025, the position has been highly ranked in the faculty prioritization process.

The Umoja cohort program was developed to help reduce/eliminate equity gaps in student success for Black and African American students (described in more detail in Section 1.3), and this program was developed and refined through ongoing assessment. This program was initially structured to pair students in the Umoja courses with faculty who historically had the highest disaggregated success levels serving Black/African American students in their classes. Umoja faculty participated in a learning community to continue to expand the use of culturally responsive teaching strategies and review student success data each term. This ongoing review highlighted areas of initial success and opportunities for improvement, and the program was adapted over time. Based on this ongoing assessment and refinement, equity gaps in course success and retention for Black and African American students in the Umoja cohort have been significantly lessened even as the cohort

has grown (from under 100 students in 2019 to over 400 in Fall 2024), and this strategy is being expanded as a tool to other student other groups.

Sierra College is committed to a rigorous and data-informed approach to academic assessment and program improvement. Through a combination of disaggregated data, integrated program reviews, and focused dialogue on equity gaps, the District continues to refine its strategies for promoting equitable student achievement. As these processes evolve, the District will be even better positioned to make data-driven decisions that support all students in their pursuit of academic success.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

Sierra College ensures that its staffing practices align with the institution's mission and strategic goals by following a structured and well-defined process for recruiting qualified personnel and providing ongoing opportunities for professional development. Minimum staffing levels are determined and approved during program inception and initiation through the participatory governance process. For example, Sierra College recently approved an expansion of its dormitory facilities. During the design of this facility, minimum staffing levels for Resident Assistants (RAs), facilities and maintenance staff were determined, and fee for services rates were identified to support these positions through the budgeting process. These positions were then included and prioritized in the campus position request and approval process.

After programs are initiated, ongoing changes to staffing levels are requested and ranked through the participatory governance process as recommendations to the President. Requests for new classified and managerial positions are initiated at the department or unit level and justified based on alignment with the district mission and goals. They are then prioritized through the five branches (the President's Office, HR, Business Services, Student Services, and Instruction) and ranked by the four senates and the executive team. At a meeting of the Planning and Resource Allocation Committee (PARAC), which includes representatives from all senates and the executive team, the rankings are combined into one unified list that then goes to Strategic Council for approval as a recommendation to the President.

Sierra College has a robust system for prioritizing faculty positions. Academic departments request positions on a template that asks for information about FTES, staffing levels, and other metrics as well as justifications for program need. Those requests are ranked in each division and then go forward to the Academic Senate and Deans' Council, which each create their own ranked lists. The Faculty Prioritization Workgroup, with representatives from the Academic Senate and academic administrators, meets to combine the two lists into one final recommendation which is presented to the President in the fall semester. This process ensures that staffing decisions in instructional areas are directly connected to the outcomes of the instructional Program Review process, which ties faculty needs to the institution's strategic goals.

A staffing report and discussion is a standing item on the Strategic Council agenda, ensuring that all constituents have up to date information about ongoing hiring processes.

The District's Human Resources office, under the oversight of the Vice President of Human Resources, coordinates all staffing efforts. The process is governed by a series of Administrative Procedures (AP) and Board Policies (BP), which include AP 7110 "Delegation of Authority, HR," BP and AP 7120, "Recruitment and Hiring," and BP and AP 3420, "Equal Employment Opportunity." These policies guide all aspects of recruitment and ensure the equity, fairness, and transparency of the hiring process.

All faculty, staff, and administrator recruitment efforts adhere to the minimum qualifications (MQs) outlined by the California Community Colleges Chancellor's Office (CCCCO). This ensures that the institution maintains a high standard of qualification for its staff, faculty, and administrators, and that all new hires meet minimum qualifications. MQs for certificated positions are listed in the job descriptions and advertised as part of job announcements. All full-time faculty applications are screened for MQs by the Equivalency Committee, a standing sub-committee of Academic Senate. Faculty who may qualify for equivalency to meet the MQs for a specific position are directed to the equivalency process, which is conducted by Academic Senate.

All job descriptions are developed through a negotiation between the district administration and the corresponding labor negotiation unit for faculty and classified staff positions. Management position job descriptions are developed through a meet-and-confer process between the District and representatives from management. Core competencies for classified staff and management positions and faculty tenure criteria were all recently updated to reflect the District's overarching goals of increasing student success and reducing/eliminating equity gaps. This ensures that all faculty recruitments are focused on the core position responsibilities and include the appropriate responsibility for teaching and learning, curriculum oversight and the assessment of student learning outcomes. All job descriptions are approved by the Board of Trustees.

The hiring process is further informed by the regular review of position-specific education and experience guidelines for non-certificated positions. All non-certificated positions have such guidelines determined through the negotiations or meet-and-confer process. The District is currently in the final stages of a full reclassification study; while the conversations are confidential to negotiations until an agreement is reached, it is likely that some positions will have the education and experience guidelines adjusted to accurately reflect the current job responsibilities.

The District also places a strong emphasis on equity in its staffing practices where it tracks and evaluates its record in employment equity and diversity. This process is guided by the EEO Plan. All staff involved in hiring committees are required to complete equity training, ensuring that staff members are equipped to make fair, equitable recommendations. The EEO Officer reviews the diversity of applicant pools at each step of the hiring process, from the initial applicant pool through to the final offer. On average, the diversity of the applicants offered positions tracks with the diversity of the full applicant pools. This oversight ensures that the District attracts diverse candidate pools and improves representation across all staffing level.

As part of the annual EEO plan review, the District assesses the diversity of its faculty, staff and administration and tracks the alignment of this employee base with its corresponding student body

and regional community and labor market demographics. These reviews assess trends in age, race/ethnicity, gender, and disability status across job types and highlight demographic areas where the employee base is misaligned with the student demographics and corresponding community demographics. These data suggest that the overall diversity of our hiring pools is increasing.

Sierra College regularly reviews and updates its hiring policies, with the most recent update to the district-wide hiring manual occurring in 2023. These policies are also reviewed through the District's EEO plan to ensure that they reflect current best practices and continue to promote equitable hiring.

These systematic and thorough recruitment practices, along with ongoing review and refinement, have led to a more diverse pool of candidates and hires, further supporting the District's mission to foster an inclusive and equitable educational environment for both students and staff.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Sierra College has developed a comprehensive system for supporting its employees through professional learning opportunities that align with the institution's mission and goals. The institution places a strong emphasis on continuous improvement and the professional development of its faculty, staff, and administrators, ensuring that training and development activities contribute to student success, particularly in addressing achievement gaps.

Employee professional development needs are broadly coordinated through the Professional and Organizational Development (POD) office and informed through the work of Program Review, the Faculty Professional Development Committee, the Classified Professional Development Committee and Human Resources. The expectation for ongoing professional development by faculty, staff and administrators is specified in each of the corresponding collective bargaining agreements. For example, the UPEC contract Article 25 on Training and Development outlines professional development opportunities for classified staff, while the SCFA contract provides guidelines for faculty development in Articles 12, 14, and 15. Full-time faculty must participate in 60 hours of training through the FLEX program to ensure ongoing professional development. These contracts help ensure that professional development is aligned with both institutional goals and employee needs.

The POD office staffing includes the Dean of Professional and Organizational Development and Distance Learning, the Professional Development Program Coordinator, an Administrative Assistant, and a Faculty Professional Development Coordinator on 60% reassigned time. Additionally, two other faculty coordinators with significant reassigned time, the Faculty Equity Coordinator and the Faculty Distance Learning Coordinator, collaborate with the Faculty PD Coordinator to provide multiple professional development opportunities for faculty.

All new full-time employees at Sierra College participate in an initial training/onboarding process. New full-time faculty participate in New Faculty Academy. Classified professionals, faculty, and administrators participate in trainings such as SC4 (Sierra College Communication, Creativity and

Collaborative Culture Training), SCOPE (Sierra College Orientation Program for Employees), and the Buddy programs. The District provides ongoing, campus-wide training programs, which are designed to familiarize new employees with the institution's mission, vision, and values, and support Sierra College's collaborative culture.

Messages from these initial trainings are then revisited each semester through campus wide convocation sessions and training activities that review progress toward the campus goals of increasing student success and reducing/eliminating equity gaps and providing directed trainings related to areas of need. Recurring trainings are provided through Workshops on Wednesday (WOW), and these topics rotate each semester depending on campus needs and emerging issues.

Ongoing training is also requested and delivered in response to departmental needs. One example of the linkage between program implementation and ongoing training is the SLO assessment process. Through this process, department faculty review disaggregated trends in student success throughout their area and develop action plans to improve student success and reduce/eliminate equity gaps. Faculty then identify what types of training would be most helpful in achieving the needs in their respective departments. Based on this departmental feedback, the Office of POD and Faculty Professional Development Committees develop training and resources to support faculty needs.

The efficacy of these trainings is evaluated using both participant feedback and institutional data. After each training, POD collects participant feedback to assess the perceived value of the training by the participants and collects additional information on both the structure and content of future trainings. Additionally, as previously described, work toward institutional goals is reviewed through the Participatory Governance process and as part of campus-wide convocation events.

One area of successful training that stands out in particular is related to Distance Education. In 2009-2010, success rates in in-person classes were 72.1% while only 62.9% in online classes, and equity gaps were significantly higher in online classes than in in-person classes. For example, success rates for Black/African American students in online classes was 42.9% in 2009-2010, which represented an equity gap of approximately 29%. In response, Distance Learning and POD created or modified trainings to include significantly more culturally responsive pedagogy. Additional workshops and institutes focus on equitable practices in all modalities. In Spring 2025, the success rates for online and on ground classes are essentially equal, and the equity gap for Black/African American students has been reduced by more than half to under 15%. An equity gap of 15 % is still far outside of the institutional goal (<3%), but significant progress has been made each year.

There are also many equity-based professional development opportunities offered to all constituency groups that focus on supporting students from various student populations. For example, Sierra College has a three-part Safe Space training to support the LGBTQIA+ community, as well as an UndocuAlly training to help staff support undocumented students. Other opportunities have included a four-course CORA (Center for Organizational Responsibility and Advancement) learning series: Black Ally program, Racial Microaggressions, Course Design for Racial Equity, and Supporting Men of Color in Community Colleges. An ELL Institute was recently developed for faculty to learn how to best support English as a Second Language students in the classroom.

Through Human Resources, the District offers professional development to foster equitable hiring practices. This training is mandatory for anyone who would like to serve on a hiring committee. A consultant offers three different courses to help prepare individuals for this role: Avoiding Bias in the

Hiring Process, Making the Unconscious Conscious – Understanding and Mitigating Bias in Hiring, and Empowering Voices for Equitable Hiring. Additionally, every hiring committee includes an EEO representative who participates in extensive equity training prior to serving.

In addition to college-wide professional development, classified professionals and management have opportunities unique to their roles at the institution. For example, the management team has monthly meetings focused on training on various topics such as First Amendment Training. They also have access to monthly webinars through various law firms that focus on evaluations, leadership, and other management related topics. Classified Professionals have a retreat once a year to foster connection and growth through a day filled with learning and fun. Staff can also participate in various trainings like Customer Service and Work Ethic professional development.

All employees have been offered the opportunity to apply for conference funding through the POD office to expand their knowledge through other avenues. In 2024-2025, 52 employees were given up to $1000 to attend a conference or workshop that related to their work area. Employees are also encouraged to take advantage of the many safety courses offered throughout the year, including Emergency Preparedness, CPR, First Aid, Personal Preparedness, and Active Shooter. Additional resources for all employees include access to webinars and trainings through NISOD (National Institute for Staff and Organizational Development) as well as the Chronicle of Higher Education.

As this report is being finalized in Fall 2025, the District is facing a significant challenge related to the current lawsuits challenging the exempt status of part-time faculty in the California Community College system. As a defendant in one of these lawsuits, the District is taking steps to mitigate potential current and future liability that would result from continuing to treat part-time faculty as exempt. As the lawsuits develop, Sierra College will continue to work with our faculty union and Academic Senate to ensure part-time faculty have access to as many professional development opportunities as possible within the potential framework of a non-exempt status.

Sierra College's commitment to professional development is a strength, as it has invested significant resources to support the growth and learning of its faculty, staff, and administrators. This dedication is reflected in the robust, well-structured training programs available to employees, which help to foster a culture of continuous learning, equity, and student success.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Sierra College ensures the systematic evaluation of all employees through clearly defined processes that align with professional responsibilities, institutional goals, and the mission of fostering equitable student success. These evaluation practices are designed to promote continuous improvement, professional growth, and alignment with institutional priorities.

As discussed in section 3.1, the institution recently reviewed and revised staff core competencies to better reflect its equity-focused mission. Faculty evaluation processes were also updated to emphasize equity and support the district-wide strategic goals, ensuring alignment with the District's mission. Notably, the tenure process has been enhanced to further reflect this commitment, providing a robust framework for long-term faculty success and development.

The evaluation process for all employee groups is guided by comprehensive policies, including:

- AP 7150, which outlines the evaluation framework.
- The Management and Confidential Employee Handbook (Section IX), detailing the evaluation process for management and confidential staff.
- The SCFA Contract (Article 18), which governs faculty evaluations.
- The UPEC Contract (Article 17), which provides guidelines for classified staff evaluations.

All employees are regularly evaluated based on timelines and criteria described above. Full-time, tenure-track faculty are evaluated annually during their pre-tenure period, and then every three years following tenure. Part-time faculty are evaluated in their first semester of employment and then at least every three years after that. Classified staff are evaluated every three months during their probationary period, and then annually following the six-month probationary period; management staff are evaluated in the first five to eight months of employment and then annually. All reviews follow standardized formats where the resulting evaluations are developed by an employee's direct manager and approved by the corresponding division Vice President and/or the Vice President of Human Resources.

To enhance efficiency and consistency, the evaluation process is being migrated to the NeoEd evaluation module during the 2025-26 year. This system will streamline the evaluation process for classified staff and management, ensuring timely and consistent reviews.

Employee training needs and support are evaluated both formally and informally. Informally, employee development needs and training are discussed as part of ongoing evaluation meetings. If employee performance does not meet expectations in a particular job function, an improvement plan that specifies the type of training that would help employees improve in core job functions is developed. HR actively supports by providing resources and guidance to address performance concerns and identify appropriate training opportunities. This support ensures that employees are equipped to meet their responsibilities and contribute effectively to institutional goals.

To further understand and align employee work with overarching institutional objectives, Sierra College will conduct a campus-wide employee survey in during the 2025-26 school year and then on a three-year cycle after that. This survey will provide valuable insights into how employees perceive their roles in relation to the District's mission and will inform future improvements in evaluation and support practices.

Sierra College's commitment to equity, professional growth, and continuous improvement is evident in its evaluation practices. By regularly assessing employee performance and aligning evaluation criteria with institutional goals, the District ensures that its workforce is well-equipped to support and sustain its mission of equitable student success.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Sierra College is committed to the effective use of fiscal resources to support its mission, promote equitable student success, and sustain educational services and operational functions. The institution's

financial practices are guided by robust policies, transparent processes, and a focus on alignment with institutional goals.

The fiscal management of the District is guided by BP and AP 6300, "Fiscal Management," which ensure that the District is in compliance with Federal, State, and California Community College regulations. The foundation of Sierra College's financial management is outlined in BP 6200, "Budget Preparation," which ensures the annual budget aligns with the District's institutional goals and Educational Master Plan. This policy also requires that annual budget preparation includes budget assumptions presented to the Board and that projections address long-term goals and commitments. Additionally, BP 6250, "Budget Management," ensures the District's reserves are in compliance with the California Code of Regulations, Title 5, and the California Community College Budget and Accounting Manual, reflecting the institution's commitment to regulatory standards and financial accountability. The corresponding AP 6200 and AP 6250 establish deadlines and processes for budget preparation and management.

Sierra College maintains financial stability through a balanced budget, avoiding deficit spending as evidenced in annual financial reports. The District also manages reserves for economic and operational uncertainties, in accordance with BP 6250 and BP 6310, "General Fund Reserve," ensuring it is well-prepared for unforeseen challenges.

Budget adoption and review are integral to the District's financial practices. The annual budget is approved by the Board of Trustees each September and a spring revision is prepared to accommodate emerging needs and update annual budget assumptions and/or projects if needed. Evidence of these actions, such as Board agendas and meeting minutes, reflects the institution's commitment to transparency and adaptability.

The District ensures that resource allocation aligns with the goals for student learning through robust and inclusive participatory governance process. Details of the participatory governance process are described more completely in sections 3.5, 4.2, and 4.3. In summary, departments conduct ongoing reviews of their work with respect to institutional goals through the Program Review and/or unit planning processes to ensure that resources are sufficient to meet essential program needs and support innovative strategies to support student success. Needs that arise from this planning process are identified as one-time or ongoing.

Departments manage ongoing programs through recurring base budget allocations which directly roll from year to year. If ongoing programmatic needs change based on their ongoing review against institutional goals, programs may request budget augmentations to address any increased need, or a budget may be reduced when needs can be met through alternative resources. Budget augmentations are aligned with District priorities through a budget augmentation request form, which is evaluated by the Business Office and executive leadership team.

Requests for new faculty, classified, and management positions and/or facilities, equipment and training are made through the Faculty Prioritization and campus ePAR process. Each of these processes is initiated by a departmental resources request that specifies campus goals and funding priorities that will be used to review, rank, and recommend resource requests to the President.

As described in Section 3.1, faculty position requests are coordinated through the Faculty Prioritization Process, which is overseen by the Faculty Prioritization Workgroup (FPW). Departments submit faculty

requests using a form and rubric that describe how individual positions help advance the District's goals and priorities. Requested positions are annotated with institutional data that describe institutional needs with respect to faculty hiring. The combined packet of faculty request forms and institutional data are then used to priority rank positions at the department and division levels. All positions are then ranked independently by Academic Senate and Deans' Council. The FPW then reconciles two lists to create a unified priority hiring list. This priority hiring list is shared with Strategic Council as an information item and then sent as a recommendation to the President.

In parallel to the FPW prioritization process, Human Resources and Administrative Services review faculty retirements and revenue projections to determine the number of faculty requests that can be hired in any given year. This hiring number is overlaid onto the priority hiring list developed by the FPW to develop a final list that is reviewed by the executive team and approved by the President before the positions are opened.

Classified and management positions and facilities, equipment and training requests follow a similar process that is coordinated by the Dean of Planning, Research, and Resource Development. Resource requests that come through these processes are aligned to, and evaluated against, District priorities and goals based on prompts in the request forms. Resource requests are ranked at the department/division levels and then by all four participatory governance senates. Individual Senate ranks are reconciled by PARAC to develop a unified priority funding list. The priority funding list is reviewed and/approved by Strategic Council as a recommendation to the President. In parallel to the PARAC prioritization process, Administrative Services reviews revenue projections and categorical allocations to recommend to the President the total number of priority requests that can be funded in any given year.

To ensure that educational services are equitably allocated across the District's satellite centers in Truckee and Nevada County, site deans can request resources through the ePAR process, as can departments or divisions on behalf of the center after consultation with the site administrator. The site deans are an integral part of the ePAR process through the Instruction Office and are able to speak to site requests as needed.

A recent example of budget allocations that have enhanced educational programs and services is related to Ethnic Studies. Sierra College has a goal of reducing and eliminating equity gaps across demographic groups. One curricular strategy to help achieve this goal is to develop academic programs and structures that help students build a sense of community and belonging and better understand how historical inequities can influence ongoing disparities in student outcomes. In parallel, the California State General Education Pattern (Cal-GETC) added a new Ethnic Studies requirement. These two needs were brought forward through faculty prioritization process, and over the course of several years the District went from having no full-time Ethnic Studies faculty to a department of five in Fall 2025.

Sierra College's financial management practices are built on a foundation of sound policies, transparent processes, and strategic alignment with its mission and goals. By maintaining fiscal discipline, supporting equitable resource allocation, and fostering participatory governance, the institution ensures that its financial resources are used effectively to sustain and enhance educational services while promoting equitable student success.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Sierra College ensures that its mission and goals serve as the foundation for financial planning, integrating these principles into a transparent and participatory budgeting process that promotes sound decision-making and institutional success. The District's financial processes are designed to support equitable student achievement, institutional effectiveness, and alignment with its mission.

The District's mission, as articulated in BP 1200, emphasizes providing an inclusive and safe educational environment where learners are supported in achieving their goals. This mission statement, available on the website, informs all aspects of institutional planning, including financial decision-making. BP 6200 ensures that the annual budget supports the Educational Master Plan, institutional goals, and district commitments.

The mission and goals are incorporated into the resource allocation process. The annual resource request process ties departmental and programmatic needs to institutional priorities, guiding the prioritization of collegewide resources. These requests and their justifications are shared with stakeholders, ensuring transparency and alignment with the District's strategic goals.

The District's budget development processes are outlined in AP 6200, which emphasizes participatory governance. The Strategic Council plays a central role in budget planning, receiving regular updates at key points in the budget cycle and having the opportunity for discussion and feedback. For example, Strategic Council is briefed on the District Budget Revision and Governor's Budget in February and the Prior Year Unaudited Actuals and Current Year Adopted Budget in September. Monthly budget updates are also a standing agenda item, ensuring continuous engagement with stakeholders. All tentative, adopted, and revised budgets adopted by the Board are available on the website.

The District's resource allocation process, including the Budget Augmentation Request Process, is clearly defined and communicated to stakeholders through communications from the Business Office and other resources. This ensures alignment between financial planning and institutional goals. Additionally, the ACCJC annual fiscal report is prepared accurately and in a timely manner, further demonstrating the institution's accountability and commitment to sound financial management.

To maintain fiscal accountability, the District prepares and presents to the Board quarterly financial status reports (311Q reports) and adheres to state and local financial reporting requirements. Sierra College consistently receives clean audit reports, reflecting a high standard of financial management. In respects to the District's active bond construction program and the use of Measure E bond funds, the District also adheres to strict timelines and communicates any updates to financial documents promptly to oversight groups, ensuring stakeholder trust and transparency.

Financial planning incorporates realistic projections that account for legislative and local funding trends. The District relies on data from reliable external agencies, such as the State Chancellor's Office (CCCCO), the Legislative Analyst's Office (LAO), and the Department of Finance (DOF). Budget assumptions are clearly outlined in the tentative and adopted budget documents.

In summary, Sierra College's financial planning processes are mission-driven, transparent, and participatory. Through sound fiscal management, robust governance practices, and alignment with

institutional goals, the District effectively allocates resources to sustain educational services and promote equitable student success.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Sierra College ensures the integrity and responsible use of its financial resources through a combination of robust policies, regular evaluations, and transparent communication practices. These efforts align with the institution's mission and commitment to fiscal accountability, promoting institutional mission fulfillment and sound financial management.

Strong fiscal management is embedded in Sierra's mission—one of our core values is to "manage all resources in a manner that is equitable, sustainable, and responsible." To fulfill this value, the Board of Trustees has established comprehensive policies to guide financial practices, including BP and AP 6300, which ensure that accounting records comply with applicable regulations, and BP and AP 6400, mandating annual independent audits. The District consistently meets deadlines for filing required reports, such as the 311 Annual and Quarterly Reports, with the Board of Trustees as well as with external agencies like the California Community College Chancellor's Office.

Annual independent audits validate the institution's financial management practices. The District has a strong record of receiving clean audits free of material misstatements, internal control weaknesses, or deficiencies. Audit findings, if any, are addressed promptly. The most recent 2023-2024 Independent Financial Audit was presented to the Board of Trustees on December 17, 2024, reflecting the institution's commitment to transparency and fiscal integrity. Additionally, yearly audits of Sierra College Enterprise Services (SCES), Measure E funds, and the Sierra College Foundation are completed by an independent auditor. District audit reports are also publicly available on the District's website to ensure accessibility and stakeholder engagement.

Through these measures, Sierra College effectively safeguards its financial resources, fosters transparency, and ensures alignment with institutional goals, promoting equitable achievement and long-term mission fulfillment.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Sierra College ensures its long-term fiscal solvency by consistently updating financial documents to reflect both current and future fiscal needs, ensuring that short-term operational and long-term financial obligations are met responsibly. The institution uses detailed budget models to annually project revenues, including Total Computational Revenues (TCR) and Community Support Revenue, along with personnel obligations and future operational needs. By evaluating historical expense trends and considering current economic data, the District projects future expenditures, ensuring that adequate funds are allocated to support the District's ongoing needs.

The District receives most of its revenues from local property tax and student fee revenues. Funding received from these sources exceeds the District's allocation under the state's community college funding formulas (Total Computational Revenue or TCR), making the District what is known as "community supported" or "basic aid." Under state law, the District keeps the funding above the state's formula calculation, as these revenues are generated locally and cannot be taken by the state. Because of the relative stability of local property tax revenues compared to the more volatile capital gains-driven state revenues, the District benefits from greater fiscal stability than most other community college districts. Despite being in community support status, the District develops labor and operational budgets within the guaranteed TCR funding levels. Any funding received beyond TCR is utilized for the District's construction program.

For revenue, the budgets take into account the cost-of-living adjustment and assumptions for calculating projected TCR (enrollment, equity and student success metrics), and trends in other revenue categories such as non-resident tuition, lottery revenue, and the mandated cost block grant.

For expenses, the budget is developed based on various statutes and regulations (Fifty Percent Law and Full-Time Faculty Obligation Number) and incorporates a detailed spending plan that includes step/column/longevity increases, implications of collective bargaining agreements, pension and other statutory rate changes, hiring decisions, and payment of liabilities. Budgets are reviewed by the Executive Team, presented to the Strategic Council, and approved by the Board of Trustees.

The District maintains unrestricted, uncommitted general fund reserves of no less than two months of unrestricted general fund expenditures, or 16.7% of the total budget in accordance with California Community College Chancellor's Office and Government Finance Officer Association recommendations. The level of the District's financial resources combined with its prudent and conservative financial practices provide a reasonable expectation of both short-term and long-term financial solvency. As of September 2025, the District's 2025-26 Adopted Budget shows a 19.4 % reserve that is sufficient to cover unrestricted general fund costs for well over two months.

To safeguard financial stability, the Board of Trustees has adopted policies and administrative procedures related to the issuance and maintenance of debt (BP and AP 6307), providing clear guidance on fiscal responsibility. The District also prepares weekly cash balance reports to monitor its cash financial position throughout the fiscal year, ensuring that cash resources are available to meet both operational and capital obligations. During the finalization of this report, the District is a named defendant in ongoing litigation regarding part-time faculty and their exempt status in the California Community College system. The outcome of this litigation could have a material impact on the

District's financial position. Sierra College has already taken proactive steps to reduce potential exposure to significant financial liability by increasing schedule efficiency through enrollment management and compressing hours available for non-instructional assignments.

The District remains aligned with statewide economic conditions, utilizing data on cash flow trends and incorporating this information into its budget presentations to stakeholders. These updates ensure that the District's fiscal planning remains realistic and responsive to changing financial circumstances. Additionally, the District receives and reviews monthly pooled investment reports from the County of Placer to verify the ongoing fiscal health of the custodian for district funds.

In addressing long-term liabilities, Sierra College employs a pay-as-you-go model for funding its retiree health and welfare benefits, with annual costs remaining stable around the $3 million mark. To further secure its long-term obligations, the District has established and funds an irrevocable trust for Other Post-Employment Benefits (OPEB). The effectiveness of this trust is monitored through an annual GASB 75 Actuarial Valuation Report, which ensures that the District can continue to meet its obligations while maintaining fiscal solvency.

Through these robust fiscal management practices, Sierra College demonstrates its commitment to both short-term and long-term financial health, maintaining the integrity of its financial resources while supporting the institution's mission and goals.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

Sierra College ensures the effective planning, maintenance, and safety of its physical resources through well-established administrative processes and governance structures. The Strategic Council plays a key role in overseeing the prioritization of facility and maintenance needs through facilities updates as well as through the work of the Planning and Resource Allocation Committee (PARAC); the Facilities Master Plan Task Force meets regularly to review current and future projects; and the Citizens' Bond Oversight Committee ensures that Measure E bond funding is spent appropriately. This ensures that facility-related decisions are aligned with the District's strategic goals and relevant regulations.

As described in 3.4 , after equipment and facilities requests are prioritized through departments and Senates, PARAC meets annually to agree on a ranked list. The list is reviewed and approved by the Strategic Council as a recommendation to the President before being submitted for final approval by the Superintendent/President. These transparent and organized procedures ensure that the District allocates resources effectively to meet its physical and operational needs.

The District also manages its Facilities Master Plan, with any new updates reviewed by the Facilities Master Plan Task Force. Strategic Council members receive these updates, which are later presented to the Superintendent/President and, ultimately, to the Board of Trustees for approval. This annual process ensures that long-term facilities planning is aligned with institutional goals and the broader vision of the institution.

One key element of the Facilities Master Plan is to inventory and quantify space needs to guide capital investments over time. To address the needs highlighted in the Facilities Master Plan, Sierra College has implemented a variety of fund raising, grant writing, and bond initiatives. The current NCC and Tahoe-Truckee sites were constructed with funds from bonds passed in 2004. Voters in Placer, El Dorado, and Sacramento Counties passed Measure E in 2018, providing the District with $350 million to build and modernize key facilities and infrastructure on the Rocklin campus. As the campus had not been significantly updated since it was built in the 1960s, this funding was critical in continuing to provide safe and effective facilities for students. Through leveraging capital project funds with local and state bond funding, the District is investing approximately $500 million dollars in new construction and modernization at Rocklin. As of Spring 2025, five major projects have been completed:

- An infrastructure project to replace aging utility and technology services to all campus buildings
- A major renovation of the Student Union kitchen/food service facility
- The campus' first parking garage
- The Q Building, a 77,000 square foot instructional building
- The new gym building/renovation

Four additional projects are in late planning stages or under construction with completion dates within the next two to three years:

- New student housing with 350 beds (opening Spring 26)
- Applied Technology Center modernization (currently under construction)
- A new 65,000 square foot Science building (anticipated start in late 25 or early 26)
- A major modernization of the Student Union (start date TBD)

Additional projects, such as the modernization of the existing W and L buildings (general classrooms and student services) and the performing arts facilities (Theater and Music), are in the planning stages. Taken together, these improvements are transforming Rocklin into a modern, beautiful campus that will meet the needs of students and the community for decades to come.

Each of these efforts was informed by an extensive campus and community engagement process to ensure alignment with District priorities, and the Bond initiative is guided by a Citizen Bond Oversight Committee to ensure funds are expended in an efficient process that effectively serves community needs and aligns with the voter approved ballot initiative.

Sierra College also monitors changes in regional demographics and population growth to inform future facilities needs. This work indicates that communities in western Placer County will continue to grow in the coming years, increasing demand for future programming in an area of the District that is not well served by the physical infrastructure. In response, Sierra College has worked with Sacramento State University to develop a shared campus location in Western Placer County (Placer Ranch), which will serve this region and allow the District to expand its programs to meet evolving needs in the region.

The District also tracks space utilization to ensure efficient use of its facilities. The District uses the CCCCO's Facilities Utilization, Space Inventory Options Net (FUSION) and an internally developed Power BI dashboard to monitor classroom utilization and capacity load ratios, providing data that informs decision-making regarding space allocation. Space utilization is evaluated against state-wide

space utilization standards and construction is planned accordingly. If certain spaces are underutilized, they are either moved offline or repurposed for other programs, as demonstrated by the end of the Roseville site lease, which resulted in the relocation of instructional and community education programs to the Rocklin campus.

Safety is a primary concern in the management of physical resources. Board Policies and Administrative Procedures are in place to ensure safe and healthy working environments. For example, BP 6800 establishes the institution's commitment to maintaining a safe environment, while specific policies like BP 3570 and AP 6850 address tobacco use and hazardous materials safety, respectively. All chemical usage is guided by the District Chemical Hygiene Plan.

To proactively identify and eliminate any potential safety hazards, the District conducts regular inspections and preventative maintenance on a variety of assets. Monthly safety inspections are conducted by the Safety and Emergency Preparedness Coordinator, Community Safety, and Facilities teams. During these walkthroughs, staff assess a range of potential hazards, including tripping risks, lighting issues, chemical storage, blocked emergency exits, and other conditions that could impact campus safety. The goal of these inspections is to mitigate and prevent safety concerns before they escalate. Additionally, faculty, staff, and students can report unsafe conditions or accessibility issues through Sierra Solutions or email, ensuring that safety issues are addressed promptly by the appropriate departments.

In addition to internal inspections, the District actively involves the broader campus community in its safety efforts. Safety walks with students are conducted once each semester, allowing students to share their perspectives and highlight areas of concern. Additional safety walks are conducted with members of the District's Safety Committee to ensure broad engagement and oversight. Through these walks, several lighting issues were identified and subsequently addressed, specifically in areas of campus that were difficult to see at night or during early morning hours.

A notable example of the District's proactive approach occurred when a slipping hazard was identified by a member of Human Resources. In response, the Safety Committee allocated funds to completely replace the affected sidewalk, resolving the issue promptly. This demonstrated the District's strong commitment to maintaining a safe environment and responding quickly to community input.
As a result of these combined efforts, multiple tripping hazards, slipping risks, blocked pathways, and visibility concerns were identified and corrected in the past year, further strengthening the safety and well-being of the campus environment.

Through these comprehensive planning, evaluation, and safety processes, Sierra College ensures that its physical resources support its mission and goals while providing a safe, efficient, and effective environment for students, faculty, and staff.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

Sierra College ensures that its technology resources are effectively implemented, maintained, and secured to support educational services and operational functions. The District's technology

strategy is outlined in the Technology Master Plan (currently being updated), along with BP and AP 3720, which guide the use of computer equipment and network. These policies provide clear standards for appropriate use, ensuring that the technology infrastructure aligns with the institution's mission and goals. Additionally, the Educational Technology Committee routinely meets to develop recommendations on how to better leverage technology resources to support classroom.

To ensure the effectiveness and efficiency of its technology infrastructure, Sierra College closely monitors the system capacity through uptime reports and data capacity evaluations. This allows the institution to promptly identify and address any issues related to system performance or limitations, ensuring that technology resources are always available to support educational and operational needs. Additionally, the District demonstrates its fiscal commitment to replacing and upgrading technology resources through the ongoing yearly Information Technology Services (ITS) budget as well as its use of grants and special funding sources.

System support is continuously assessed through the District's Service Desk. Response times and troubleshooting effectiveness are regularly monitored to ensure that faculty, staff, and students receive timely and efficient assistance. Additionally, BP and AP 3720, "Computer and Network Use," set clear expectations for employees regarding the responsible use of technology and digital resources.

Sierra College places a strong emphasis on training and support for new technologies. When systems are introduced or upgraded, ITS/Marketing informs impacted students and staff through emails and notification on the website. Training is made available through Knowledge Base tutorials and videos, support through the help desk, and in-person training. An ITS newsletter sent out each semester communicates updates, hot topics, and tips for maximizing technology use. Searchable knowledgebase articles are available as an additional resource to help users troubleshoot common issues.

AP 3722 addresses cybersecurity, with specific procedures for responding to security incidents. The security assessment process is ongoing and has recently seen significant improvements. These include the completion and implementation of the CO Assessment, the establishment of a Security Operations Center (SOC) for real-time monitoring of systems, the implementation of Multi-Factor Authentication (MFA), and the introduction of cloud storage and data loss prevention tools. These measures help safeguard sensitive data and ensure the security of the District's technology resources.

A cross-functional Cybersecurity Workgroup meets regularly to discuss current issues. ITS provides regular updates to the District through presentations at Strategic Council and the Board of Trustees. These updates are intended to keep all stakeholders informed about the latest developments in securing the District's technology infrastructure.

Sierra College also ensures accessibility and security compliance for third-party technology vendors by using the VPAT (Voluntary Product Accessibility Template) evaluation process and the HECVAT (Higher Education Community Vendor Assessment Tool) for over 320 applications used district-

wide. These tools help evaluate and ensure that third-party systems meet the necessary accessibility and data security standards.

Ongoing assessments of the technology infrastructure are conducted by the ITS department. These assessments, along with regular evaluations of technology standards, ensure that Sierra College's technology resources continue to support the institution's educational and operational functions effectively and securely. Each year, District systems are subject to third-party penetration tests. As a result of these tests, ITS implements both short- and long-term upgrades and improvements; recent examples include a data loss prevention project in 2024 and the development of a Cybersecurity Incident Management Plan (currently in draft form). ITS also conducts regular cybersecurity awareness campaigns for all district users and assigns phishing awareness trainings to employees as needed. As a result of these and other cybersecurity efforts, the District's Microsoft "Secure Score," a measurement of an organization's current security posture, improved from under 80% in 2024 to 83.9% in 2025 (similar institutions average 49% on the same scale).

Through these comprehensive efforts, Sierra College ensures that its technology resources are secure, accessible, and effectively aligned with the needs of its community, promoting the achievement of institutional goals.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Sierra College has established comprehensive policies and procedures to mitigate emergencies and unforeseen circumstances, ensuring the continuity of operations in the event of financial, environmental, or technological emergencies.

The District has developed a variety of Administrative Procedures (APs) and Board Policies (BPs) that coordinate emergency mitigation efforts:

- BP 6310, "General Fund Reserve," outlines the requirements for a reserve to maintain an adequate fund balance for emergencies and unforeseen occurrences.
- BP 3505, "Emergency Response Plan," mandates the establishment of procedures to be implemented in the event of an emergency, natural disaster, or hazardous condition.
- BP 6800, "Safety," emphasizes the commitment to providing a safe and healthy work environment and requires the Superintendent/President to establish related procedures.
- BP 6850, "Hazardous Materials Program," along with corresponding APs, mandates a plan to ensure the safe handling of hazardous materials.
- AP 3722, "Electronic Information Security," addresses cybersecurity, with specific procedures for responding to security incidents.

In addition to these policies, the District has an Emergency Operations Plan that addresses environmental, technological, and human-caused emergencies. This plan includes procedures for campus responses and ensures integration with broader county and regional emergency response plans. Basic information about emergency procedures and district alerts are available on the website.

The Chemical Hygiene Plan provides instructions for handling hazardous materials and outlines the appropriate response protocols for chemical spills or contact. As described in the Emergency Operations Plan, the District also has an Emergency Operations Center Team that will mobilize in the event of an emergency to ensure coordinated and effective responses.

The District's insurance coverage is carefully governed through a series of policies and procedures, which are vetted annually by the Association of Schools and Colleges Insurance Pool (ASCIP) and Student Insurance. Relevant policies include:

- BP 6540, "Insurance," requires the Superintendent/President to secure insurance to protect the District's interests and the welfare of staff and students.
- AP 6540, "Insurance," provides detailed instructions on the types of insurance the District is required to maintain, including coverage for student accidents as outlined in BP 5205.

In terms of data management, the District adheres to several policies and procedures to protect sensitive data and ensure its recoverability. These include:

- BP 3720 and AP 3720, "Computer and Network Use," which outline expectations for the use of District equipment and network access.
- AP 3721, "Data Backup and Recovery Procedures," ensures that critical District data can be restored if necessary.
- AP 3722, "Electronic Information Security," enhances the security of stored, transmitted, and distributed personal information.

To further bolster data security and recovery, the District has recently enhanced its data backup systems through an active Cloud migration, ensuring that data is secure and easily recoverable in case of technological disruptions. These modifications have reduced the time to recover lost data, such that the entire base data system can be restored in order of priority.

These policies and procedures demonstrate the District's commitment to ensuring that it is well-prepared to handle a variety of emergencies and unforeseen circumstances. The regular review and enhancement of these plans, coupled with sufficient insurance coverage and robust data security measures, position Sierra College to maintain financial and operational stability, even in the face of potential risks.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

Sierra College demonstrates a strong commitment to principles of academic freedom, academic integrity, and freedom of inquiry, with clear policies and procedures in place to communicate and enforce these values to students, faculty, and staff.

The District's Board Policy 4030 outlines its commitment to academic freedom, ensuring that all faculty, students, and staff have the right to engage in free inquiry, expression, and the pursuit of knowledge without fear of censorship or reprisal. Additionally, the Sierra College Faculty Association (SCFA) contract includes a section on academic freedom, aligning with the American Association of University Professors (AAUP) Statement of Principles, which is also available in the catalog. It also provides a process for faculty to file a grievance if they believe their rights to academic freedom have been violated. The ethics policies of the Classified, Academic, and Management and Confidential Senates are stated in Administrative Procedure 3050, "Institutional Code of Ethics," which includes principles affirming respect for students' freedom to pursue learning and express their beliefs while mastering course content.

The District's "Speech: Time, Place, and Manner" BP and AP support the rights of free expression for students and the community at large subject to the reasonable time, place, and manner restrictions of a limited public forum. To support student and community free speech, the District installed four new billboards across the Rocklin campus for public posting in 2024.

The District has both BPs and APs that address academic integrity. BP 5500, "Standards of Student Conduct," outlines the general expectations for students to uphold academic integrity and provides specific examples of behaviors that constitute cheating and dishonesty. Faculty and staff are encouraged to refer to these guidelines to promote a culture of honesty.

BP and AP 5515, "Honesty in Academic Work," clearly outline the District policy on academic dishonesty and the process for faculty to follow when responding to suspected academic dishonesty. The policy requires faculty to first discuss suspected academic dishonesty with the student and offers options for follow up, which range from requiring the student to redo the assignment to referral to the District's Conduct Officer. These policies are communicated to students in several ways: the BP/APs are available on the website and referenced in the catalog; faculty are encouraged to include references to the Student Rights and Responsibilities Handbook in their syllabi to ensure students understand the District policy and any additional codes of conduct specific to their program; and students and faculty can report instances of dishonesty using the Report It (Maxient) system.

The District continues to build on its commitment to academic integrity and freedom, with ongoing opportunities to update its policies. One such opportunity is to establish clearer guidelines regarding the use of artificial intelligence (AI) in academic work, ensuring that students and faculty are informed about the ethical considerations and expectations surrounding emerging technologies in academia. The Academic Senate has convened a task force to explore the implications of AI in the classroom that is expected to make recommendations at the end of the 2025-26 academic year.

Through these policies, Sierra College ensures that its principles of academic freedom, academic integrity, and freedom of inquiry are effectively communicated to all stakeholders and maintained within its academic environment.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

At Sierra College, decision-making is structured to be inclusive, transparent, and aligned with the institution's mission and goals. The District emphasizes collaboration with all stakeholders, as outlined in BP 1200, "Mission, Vision, and Values," which identifies collaboration as a core value. This commitment is reflected in the decision-making and resource allocation processes across the institution, ensuring that decisions are made with input from diverse perspectives, and always in service to the District's educational mission.

The District has established clear structures for decision-making that support shared governance, as documented in various Board Policies (BPs) and Administrative Procedures (APs). BP 2510 establishes the Board as the ultimate decision-making body in all areas assigned to it by state and federal law and regulations. It also describes the roles of the Academic Senate, Classified Senate, Management and Confidential Senate (MACS), and Associate Students in the decision-making process. AP 2510 outlines the participatory governance process, which specifies how policies are developed, reviewed, and recommended from the four senates to the Superintendent/President and ultimately to the Board of Trustees. This process ensures that faculty, staff, and student input is integral to the creation of policies that affect the entire college community. AP 2510 is currently under revision, as described in section 4.3.

The participatory governance process is coordinated though Strategic Council. This body, chaired by the President, includes representatives from the four senates and two unions as well as members chosen by the President, providing a broad spectrum of perspectives. Strategic Council serves two primary roles: gathering feedback from constituents to guide the participatory governance process and disseminating outcomes from decisions at the District to ensure that ongoing changes are understood and implemented across campus. Strategic Council meets monthly during the academic year and receives updates on significant elements of institutional governance, such as the budget, staffing, and facilities. If further discussion of a topic is needed, Strategic Council can form a subcommittee or task force that reports back to Strategic Council with recommendations to the President and ultimately to the Board of Trustees. The Participatory Governance Task Force, which

met throughout the 2024-25 academic year and will continue its work into Fall 25, is a recent example.

One of Strategic Council's primary functions is to review and approve District BPs and APs, whether they are new policies, existing policies undergoing revision, or existing policies undergoing periodic review. BP and AP 2410 establish the process by which BPs and APs are created and revised. Any constituent group can request a change to policy or procedure through the President's or appropriate vice president's office; after revisions at the executive level, the policies are approved by all Senates and then taken to Strategic Council for final approval and recommendation to the President. From there, BPs are put on the Board of Trustees agenda and APs are directly implemented. All BPs and APs are reviewed at least every six years.

Roles and responsibilities for different participants in the participatory governance process are articulated in several ways. Broad, institutional level roles and responsibilities are articulated in the institution's board policies and administrative procedures:

- BP 2200, "Duties and Responsibilities of the Board of Trustees"
- BP 2430, "Board of Trustees Delegation of Authority to the Superintendent/President"
- BP 2510, "Participation in Local Decision Making of the Board of Trustees"
- AP 2510, "Participatory Governance"

Roles and responsibilities for each Senate and/or any subcommittee are further articulated in their corresponding statements of purpose or charters. Strategic Council members participate in annual training to deepen their understanding of their roles and responsibilities, as well as the scope of their involvement in decision-making processes. Similarly, the roles and responsibilities for any workgroups that are formed through Strategic Council are articulated in the initial call for participants.

The District also has clear timelines for key decision-making events, such as faculty prioritization and equipment requests, which are outlined in a Fall/Spring calendar. These timelines help ensure that stakeholders are aware of when their input is needed and how their feedback will be incorporated into the decision-making process.

For processes or decisions that fall outside of participatory governance, the District always strives to gather input and feedback from all stakeholders and reach consensus when possible. Several operational committees explore issues and make recommendations pertaining to the day-to-day functions of the District. Although these committees are not part of the participatory governance structure and make recommendations to the convening manager, they typically have membership appointed from the Academic and Classified Senates, Management and Confidential Senate, and Student Senate if appropriate. Recollections from these committee meetings are posted in BoardDocs or Inside Sierra where all employees have access.

Similarly, managers can convene a short-term task force to develop recommendations for operational decisions. A recent example is the Interest Area/Division Task Force, led by the VPI and VPSS during the past academic year. When Sierra's interest areas were formed in 2016, they were

not designed to align with the current divisions, so the District had two separate organizational structures: student-facing interest areas and administrative instructional divisions. Over the years, this caused a variety of challenges as Student Services designed case management services by interest areas, but the departments within a single interest area belonged to multiple divisions. The task force's charge was to recommend an organizational structure that fully aligned interest areas and divisions. It met over the course of the Fall 2024 semester and made its recommendation in early Spring 25. The new structure was discussed at the senates and brought to Strategic Council as an information item. While an administrative reorganization is not part of participatory governance, creating a task force with representative stakeholders and involving senate and Strategic Council feedback ensures broad institutional input and buy-in.

Overall, Sierra College's decision-making processes are designed to be inclusive and transparent, ensuring that all relevant perspectives are considered in shaping the District's future. With clear roles and responsibilities, as well as a commitment to collaboration and stakeholder participation, the District has created a decision-making framework that supports its mission and fosters a sense of shared ownership among its community members.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Sierra College demonstrates a strong commitment to accountability and effective decision-making processes across multiple levels of the institution. The institution holds itself responsible for continuously assessing its decision-making practices and ensuring that they align with institutional goals, particularly in relation to increasing student success and eliminating equity gaps. These goals are clearly outlined in BP 1200, which guides the District's strategic and equity objectives, focusing on improving student outcomes and addressing disparities.

The District's decision-making structure is organized around a participatory governance structure which makes recommendations to the President and ultimately the Board of Trustees. This process ensures broad stakeholder involvement, with recommendations flowing through various governance bodies such as Strategic Council. Strategic Council regularly reviews the effectiveness of this decision-making process through the Participatory Governance survey, which captures feedback on how well the governance system supports institutional decision-making. This survey is conducted on a rotating basis across key governance bodies, including Senate sub-committees, the Senates themselves, Strategic Council, and PARAC. The effectiveness of the evaluation process is discussed each year. In addition, a campus-wide employee climate survey will be deployed in Fall 2025 to gather feedback from the entire college community on the efficacy of participatory governance. Results from these surveys consistently demonstrate that stakeholders feel the governance system is functioning well and supporting institutional decision-making. Two items that have emerged from these surveys are the potential to increase communication between subcommittees and parent committees and increased clarity related to roles and responsibilities. In response, the training that is currently delivered to Strategic Council members is being modified to

more specifically address roles and responsibilities of Senate Committee/subcommittee members and it will be delivered annually to each Senate.

One recent example of the successful application of the participatory governance process was related to the review/revision of the institutions Mission, Vision and Values. As part of the District's ongoing review of AP/BPs, the Mission, Vision, Values (BP 1200) came up for review. After BP 1200 was reviewed at Strategic Council, there was a collective interest in updating the Mission, Vision, Values to include more explicit references to equity. To implement this work, Strategic Council formed a workgroup that was chaired by the Dean of Research, Planning and Resource Development with one to two representatives from each of the senates and the executive team and a Trustee. It met monthly for six months to review feedback from the governance bodies and develop a draft of a revised Mission, Vision, Values statement. When this draft was taken back to each of the four Senates and the Executive team for additional review/feedback, a series of additional interests were identified as edits to the draft language. Suggested edits were incorporated in the final draft and re-reviewed by the Senates and Executive team. Strategic Council adopted this revised Mission, Vision, and Values statement as a recommendation to the President and it was ultimately approved by the Board. While this was not a quick process—taking over two years to fully complete—the result was a mission, vision, and values statement that had full buy-in from all constituents in the participatory governance process.

While the participatory governance process at Sierra College is clearly defined in policy and procedure, over time practice has changed in some ways and no longer fully aligns with procedure. A task force was created in 2019 to recommend revisions to the current process but was ended in 2020 when the need to work remotely made progress difficult. This effort was restarted in late 2022, with a new task force formed to align AP 2510 with then-current practice. The task force met for several months, ultimately returning to Strategic Council with the recommendation to restart a full workgroup to revise AP 2510. The parameters for this workgroup were established in March 2024, and the Participatory Governance Task Force has been meeting regularly since then. There have been robust conversations in the task force about the nature of participatory governance, how to ensure effective engagement for all senates, the role of the Academic Senate's areas of primary responsibility in the process, and the level of detail that belongs in administrative procedure versus a governance handbook. This process highlights both the strengths and the challenges of the participatory governance process at Sierra College: we engage in deep, meaningful conversations about issues critical to the operation and development of the institution, but the logistics of ensuring full stakeholder participation can push the completion of the process out for many months. Despite these challenges, we continue to work toward consensus on AP 2510 and are confident that the final product will represent the best work of the collective stakeholders and help us better define and streamline the participatory governance process.

In conclusion, Sierra College's decision-making structures are consistently applied and reviewed to ensure alignment with its mission and goals. Through participatory governance, data-driven evaluations, and a commitment to equity, the District fosters a collaborative and innovative environment that supports continuous improvement and advances student success and continues to improve our collaborative processes.

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

Sierra College's Board of Trustees is deeply engaged in ensuring the institutional quality, strategic direction, and financial health of the District. The Board holds itself accountable for monitoring progress toward institutional goals, ensuring fiscal stability, and upholding the District's mission and vision.

BP 2200 clearly outlines the Board's role in evaluating institutional performance. This policy ensures that the Board regularly assesses the effectiveness of the District's educational programs, services, public service, resource management, and administrative operations. This comprehensive oversight ensures that the institution is not only meeting its goals but also improving in all areas necessary for student success.

Each year the Board holds an all-day retreat, during which Board members are presented with strategic planning metrics. These metrics (described in more detail in section 1.5) help track the progress of institutional goals and ensure alignment with accreditation standards and the Chancellor's Office Vision for Success. The metrics, along with the related goals, are made publicly available on the Student Equity Data page and internally through the Strategic Planning Metrics Dashboard, ensuring transparency and accountability to all stakeholders.

Throughout the year, the Board receives programmatic and master planning updates at its regular meetings, which provide insight into how well the District is meeting its goals and objectives. Additionally, the Board is kept informed of the progress of institutional goals with quarterly updates, allowing them to track the District's performance and take necessary action as needed. These updates focus on academic, financial, and operational objectives, ensuring that the Board has a clear understanding of the District's achievements and challenges.

On the financial side, BP 6300 and BP 6310 govern the Board's role in the financial stability of the institution. The Board receives multiple updates on the District's financial status throughout the year; for example, the annual district budget is prepared in accordance with California Code of Regulations and is presented to the Board for approval. The Board also participates in the Budget Study Session each September, where the unaudited actuals from the previous year are reviewed, and the tentative budget for the current year is discussed. This meeting allows the Board to ensure that financial decisions align with the District's priorities. Mid-year, around February, the Board receives an update on the Governor's proposed budget and any adjustments to the District's adopted budget.

The Board ensures fiscal responsibility and transparency by reviewing district purchasing, contracts, warrants, and electronic disbursements each month at their meetings. This regular oversight ensures that financial decisions are made with proper governance and accountability.

In terms of accountability, the Board authorizes an annual independent financial audit, and the audit findings are presented to the Board each December. This ensures that financial practices are in line with legal and regulatory standards, providing a check on the institution's financial practices.

The Board also maintains a policy manual that outlines the roles and responsibilities of the Board and includes guidelines for the review and revision of BPs and APs. These policies are reviewed according to a six-year cycle, and their revisions follow a structured process, which includes Participatory Governance input from the four senates and the Strategic Council. This ensures that all stakeholders have a voice in policy decisions that impact the District, with the President's Office overseeing the tracking of review dates and revisions.

In conclusion, the Board of Trustees at Sierra College effectively upholds its responsibility for academic quality, student success, and fiscal health through regular reviews, updates, and strategic planning. By engaging in comprehensive oversight and adhering to well-established policies and procedures, the Board ensures that the District's goals and resources are aligned to achieve its mission and ensure sustainable success.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The governing board of the institution selects and evaluates the chief executive officer (CEO). BP 2431, "Superintendent/President Selection by the Board of Trustees," establishes the Board's authority to establish a search process in case of a vacancy in the role. BP 2430, "Board of Trustees Delegation of Authority to the Superintendent/President," endows the President with the full authority to implement board policies and oversee the effective operations and fulfillment of the institutional mission. Per BP and AP 2435, the Board conducts a formal evaluation of the CEO at least annually, utilizing a process that is developed and jointly agreed upon by both the board and the CEO. This comprehensive evaluation includes a thorough review of the CEO's performance based on board policy, job description, and performance goals.

In addition to the selection and evaluation of the CEO, the governing board sets clear expectations for regular reports on institutional performance from the chief administrator. These reports are essential as they provide updates on institutional and programmatic campus activities from all divisions, ensuring that the board remains well-informed about the institution's progress and challenges. The board also conducts an annual evaluation of the Superintendent/President in closed sessions, with the outcomes reported in open sessions at board meetings.

The governing board has established robust policies that outline the delegation of administrative authority to the institution's chief administrator. For instance, in BP 2430, the Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions requiring administrative action. This delegation of authority is crucial as it empowers the Superintendent/President to act decisively and efficiently in the administration of the institution's affairs.

The Board's commitment to transparency and accountability is further demonstrated through its policies on the delegation of authority in business and fiscal affairs. Through BP 6100 and BP/AP 6150, the Board delegates the authority to supervise the general business procedures of the district to the Superintendent/President, ensuring the proper administration of property and contracts, budget, audit, and accounting of funds, acquisition of supplies, equipment, and property, and the protection of assets and persons. The Superintendent/President is also responsible for making periodic reports to the Board and keeping the Board fully advised regarding the financial status of the district.

Moreover, the Board adheres to these policies, promoting a healthy working relationship with the President through BP 2715, its Code of Ethics policy. This policy underscores the importance of maintaining high standards of ethical conduct, ensuring that all decisions advance the mission of the District and demonstrate a commitment to students and the community at large. The Board's Code of Ethics also emphasizes the importance of conducting all district business in open meetings, maintaining confidentiality of closed session discussions, and avoiding any situations that may constitute a conflict of interest.

BP 2432 authorizes the President to appoint an acting Superintendent/President to serve in their absence for up to 90 days and lays out the order of succession if an acting CEO has not been named. The Board will appoint an Acting Superintendent/President for periods exceeding 90 days.

In summary, the governing board's role in selecting and evaluating the CEO, setting expectations for regular reports on institutional performance, and establishing policies for the delegation of administrative authority is integral to the effective governance and administration of the institution. These measures ensure that the institution operates efficiently, transparently, and in alignment with its mission and goals.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The governing board of the institution functions effectively as a collective entity to promote the institution's values and mission while fulfilling its fiduciary responsibilities. The Board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The institution's governing board outlines its expectations for working as a collective unit in support of the mission through multiple related channels. Collaboration and cooperation among the board members is outlined as part of the Board Ethics policy, BP 2715. Additionally, The Board and President develop annual institutional goals together over a two- to three-month period and review quarterly goal updates at their board meetings. This collaborative approach ensures that the full board and the President are aligned in their efforts to achieve the institution's objectives.

The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence, through policies that prevent conflicts of interest and ensure that decisions are made based on the institution's needs and goals. The District has BP and AP 2710,

which describe the Board's Conflict of Interest policy, as well as AP 2712, the Conflict of Interest Code approved by the Fair Political Practices Commission. These policies are designed to maintain the integrity of the Board's decision-making process and protect the institution from any potential conflicts.

Once a collective decision has been reached, board members individually demonstrate their support for board policies and decisions. This is reflected in the Board's Code of Ethics, which emphasizes the importance of supporting collective decisions and maintaining a unified front. BP 2710 outlines the expected high standards of ethical conduct for board members, which includes their commitment to students, communities, and the mission of the District. The Board adopted Norms for Board Conduct, which are included the Sierra College Board Member Guide. These norms help ensure that board members act with integrity and professionalism in fulfilling their roles. This commitment is reflected by the actions of the Board where the overwhelming majority of votes are unanimous, and the revisitation of prior decisions is rare without collective Board support.

The institution's governing board has documented procedures for self-governance and addressing behavior that does not align with its policies, which are outlined in various board policies, including the Code of Ethics and Conflict of Interest policies. The Board evaluates and assesses their own performance annually in August using the Trustee Evaluation Instrument, ensuring their practices are aligned with its policies. This self-evaluation process helps the Board identify areas for improvement and maintain high standards of governance.

The governing board improves its own effectiveness through orientations, professional development, and regular board self-evaluation. New board members undergo a comprehensive four-session orientation provided by the Executive team, covering academic, student services, administrative operations, human resources, and other areas of the District. The trustees regularly attend conferences and workshops throughout the year provided by the Community College League of California, where trainings focus on topics such as Ethics, Brown Act, and Trustee Effectiveness. Additionally, three of the board members have completed the CCLC Excellence in Trusteeship Program, an intensive two-year training program. These professional development activities ensure that board members are well-equipped to fulfill their responsibilities and contribute to the institution's success.

These points highlight the governing board's commitment to effective governance, transparency, and accountability in promoting the institution's values and mission.

Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	ACCJC Letter Reaffirming Accreditation 2020
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	BP 2410, "Board Policies and Administrative Procedures" AP 2410, "Board Policies and Administrative Procedures"
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	BP 1200, "District Mission" BP 1200 BOT approval Oct 24
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	BP 3250, "Institutional Planning" AP 3250, "Institutional Planning" BP 2510, "Participatory Governance" AP 2510, "Participatory Governance"
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	Institution Set Standards 2025

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	Associate Degree and Certificate Information (catalog) Cal-GETC curriculum (catalog) Sierra College AS Degree Requirements (catalog) BP 4020, "Program, Curriculum, and Course Development" AP 4020, "Program, Curriculum, and Course Development" BP 4025, "Philosophy and Criteria for Associate Degree and General Education" AP 4025, "Philosophy and Criteria for Associate Degree and General Education" BP 4100, "Graduation Requirements for Degrees and Certificates" AP 4100, "Graduation Requirements for Degrees and Certificates"

ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	Transfer of Credit to Sierra College (catalog) BP 4050, "Articulation" AP 4050, "Articulation" BP 4235, "Credit for Prior Learning" AP 4235, Credit for Prior Learning" BP 5120, "Transfer Center" AP 5120, "Transfer Center" Credit for Prior Learning information (website) Sierra College Articulation Agreements Sierra College Transfer Center (website)
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	BP 5010, "Admissions and Current Enrollment" AP 5010, "Admissions" AP 5011, "Admission and Enrollment of Academic Enrichment Students" AP 5012, "Admission of International Students" BP 5052, "Open Enrollment" AP 5052, "Open Enrollment" BP 5055, "Enrollment Priorities" AP 5055, "Enrollment Priorities" Dual Enrollment website International Students website Outreach website
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	AP 5530, "Students' Rights and Grievances" Students' Rights and Grievances (online catalog) EEO complaint webpage Equity and Consent webpage Report-it webpage Accreditor contact information webpage
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	BP 5040, "Student Records" AP 5040, "Student Records"

	Legal and Privacy Disclosure (website) FERPA Financial Aid Release form Authorization for Release of Student Records
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	BP 4021, "Program Vitality" AP 4021, "Program Vitality"

FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	Federal Student Air Program Participation Agreement Eligibility and Certification Approval Report
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	AP 4105 "Distance Education"
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	Understanding Course Descriptions (catalog)
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	BP 4235, "Credit for Prior Learning" AP 4235, "Credit for Prior Learning" Credit for Prior Learning website
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	See list below
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not applicable

xiii (cont). Documentation of agreements with other external parties regarding the provision of student and/or learning support services

Respondus contract
AutomaticSync contract
Harmonize agreement
Instructure agreement
Notifii agreement
Educational Credit Management agreement
HearYou agreement
Tutor.com agreement
Sacramento LGBT Community Center agreement
Stand Up Placer agreement
Lighthouse Counseling agreement
TimelyCare agreement
Otter.ai agreement
JSTOR agreement
TouchNet agreement
TechSmith agreement
EAB agreement
Ellucian agreement
TurnItIn.com agreement
ExLibris agreement
Blackboard agreement
Maxient agreement
EBSCO contract
Elsevier agreement
Kanopy agreement
Swank agreement
Worldshare agreement
CCLC 1 agreement
CCLC 2 agreement
OVID agreement
Accudemia agreement

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	BP 7100, "Commitment to Diversity" AP 7100, "Commitment to Diversity" BP 7120, "Recruitment and Hiring" AP 7120, "Recruitment and Hiring" BP 3420, "Equal Employment Opportunity" AP 3420, "Equal Employment Opportunity" EEO Plan 2024-2027 Recruitment and Hiring Manual
ii. Employee handbooks or similar documents that communicate expectations to employees	Faculty Handbook 2024-2025 Management and Confidential Handbook

	SCFA Contract UPEC Contract NCC Faculty and Staff Handbook
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	SJCCD Financial Statement 2022 SJCCD Financial Statement 2023 SJCCD Financial Statement 2024 Sierra College Enterprise Services Financial Statement 2024
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	Planning, Budgeting, and Resource Allocation Process Fall 2025 Budget Development and Planning Calendar
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	BP 6100, "Delegation of Authority" AP 6100, "Delegation of Authority" BP 6200, "Budget Preparation" AP 6200, "Budget Preparation" BP 6250, "Budget Management" AP 6250, "Budget Management" BP 6300, "Financial Management" AP 6300, "Financial Management" BP 6310, "General Fund Reserve"
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	BP 3720, "Computer and Network Use" AP 3720, "Appropriate Use of Technology"
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	Financial Aid Policies 2024-25 (page 32)
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	Not applicable
ix. Written code of professional ethics for all personnel including consequences for violations	BP 2710, "Conflict of Interest" AP 2710, "Conflict of Interest" AP 3050, "Institutional Code of Ethics" BP 5500, "Standards of Student Conduct"

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	BP 2431, "Superintendent/President Selection by the Board of Trustees" BP 2435, "Board of Trustees Evaluation of the Superintendent/President" AP 2435, "Board of Trustees Evaluation of the Superintendent/President"
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	BP 2010, "Board of Trustees Membership" BP 2210 "Officers of the Board of Trustees"
iii. Governing board policies/procedures/bylaws related to Board Ethics	BP 2715, "Board of Trustees Code of Ethics"
iv. Governing board policies/procedures/bylaws related to conflict of interest	BP 2710, "Conflict of Interest" AP 2710, "Conflict of Interest" AP 2712, "Conflict of Interest Code"

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	Third-party comment on webpage
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	Accreditation link on website Accreditation page

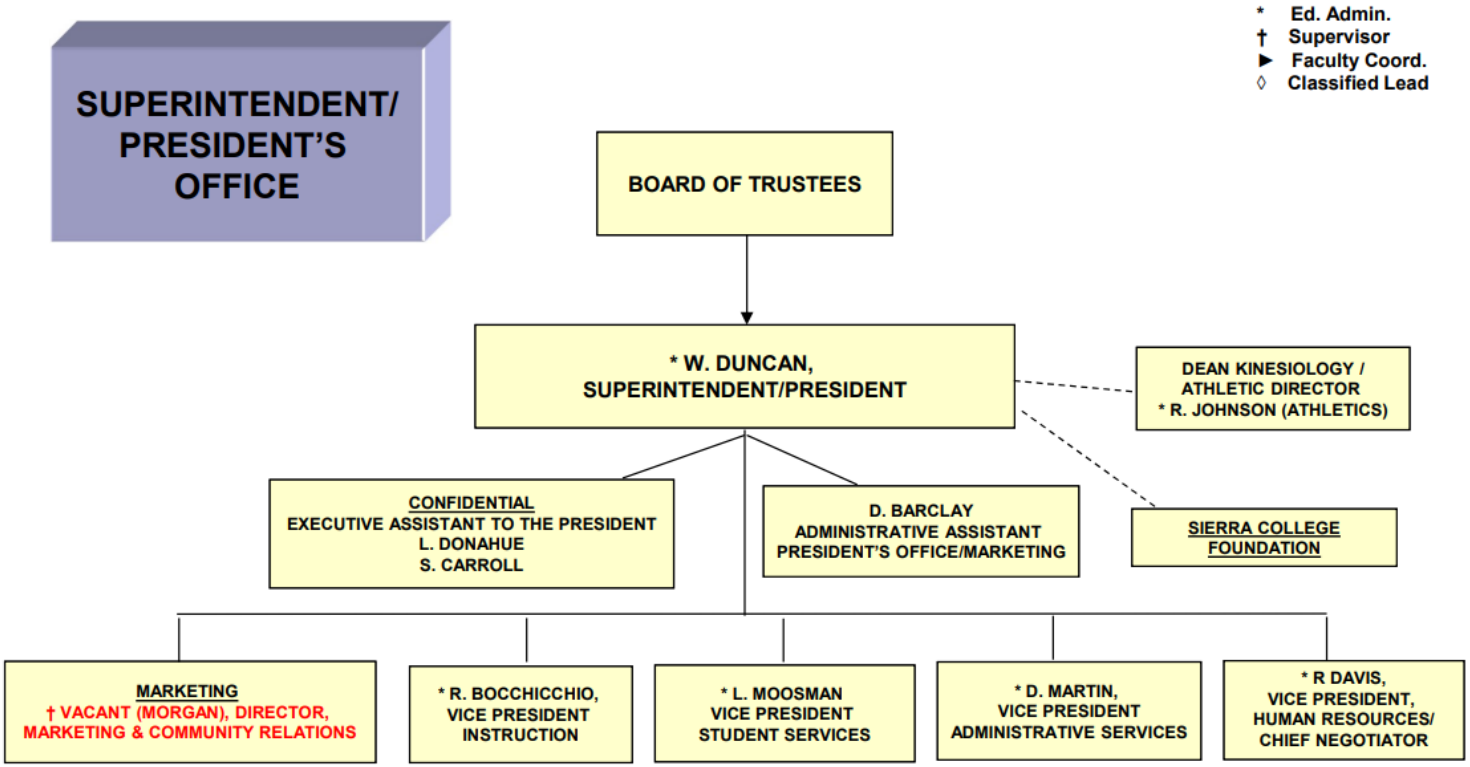
Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 34 https://catalog.sierracollege.edu/about-sierra/welcome/
Educational Mission	Page 5 https://catalog.sierracollege.edu/about-sierra/district-mission-institutional-outcomes/
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 8 https://catalog.sierracollege.edu/about-sierra/general-information/
Course, Program, and Degree Offerings	Beginning on page 35 https://catalog.sierracollege.edu/courses/ https://catalog.sierracollege.edu/departments/ https://catalog.sierracollege.edu/degrees-certificates/
Student Learning Outcomes of Programs and Degrees	Listed with each program beginning on page 35 https://catalog.sierracollege.edu/departments/administration-justice/#studentlearningoutcomestext
Academic Calendar and Program Length	Page 6 https://catalog.sierracollege.edu/about-sierra/academic-calendar/
Academic Freedom Statement	Page 346 https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/academic-freedom-policy/
Available Student Financial Aid	Beginning on page 292 https://catalog.sierracollege.edu/student-resources/student-services-support/financial-aid/

Available Learning Resources	Beginning on page 294 https://catalog.sierracollege.edu/student-resources/student-services-support/student-services-resources/
Names and Degrees of Administrators and Faculty	Beginning on page 10 https://catalog.sierracollege.edu/about-sierra/administration-faculty-staff/
Names of Governing Board Members	Page 9 https://catalog.sierracollege.edu/about-sierra/board-trustees/
Requirements	
Admissions	Page 282 https://catalog.sierracollege.edu/student-resources/admission-enrollment/admission/
Student Tuition, Fees, and Other Financial Obligations	Beginning on page 285 https://catalog.sierracollege.edu/student-resources/admission-enrollment/steps-success/
Degrees, Certificates, Graduation and Transfer	Beginning on page 299 https://catalog.sierracollege.edu/student-resources/associate-degrees-certificates/ https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/transfer-articulation-agreements/ https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/transfer-articulation-agreements/
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Beginning on page 341 https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/
Nondiscrimination	Page 354

	https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/nondiscrimination-policy-student-programs-activities/
Acceptance and Transfer of Credits	Beginning on page 290 https://catalog.sierracollege.edu/student-resources/admission-enrollment/academic-transfer-credit-programs/
Transcripts	Page 358 https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/transcripts/
Grievance and Complaint Procedures	Page 344 https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/students-rights-responsibilities/students-rights-grievances/
Sexual Harassment	Page 355 https://catalog.sierracollege.edu/student-resources/academic-standards-policies-procedures/prohibition-harassment/
Refund of Fees	Page 286 https://catalog.sierracollege.edu/student-resources/admission-enrollment/steps-success/
Locations or Publications Where Other Policies May be Found	
Board Policies and Administrative Procedures	https://www.sierracollege.edu/administration/board-of-trustees/#pandp

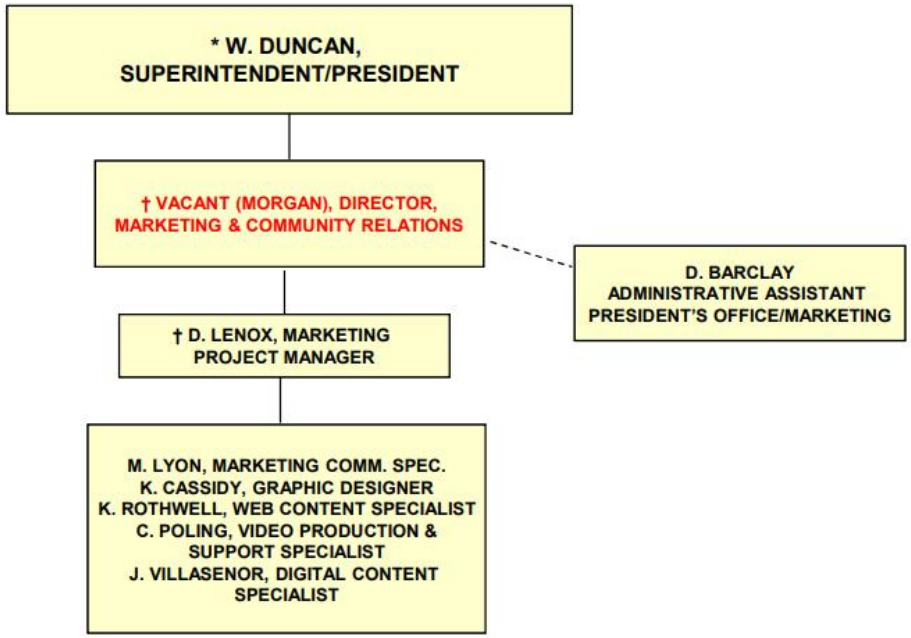
Appendix 2: Organizational Structure

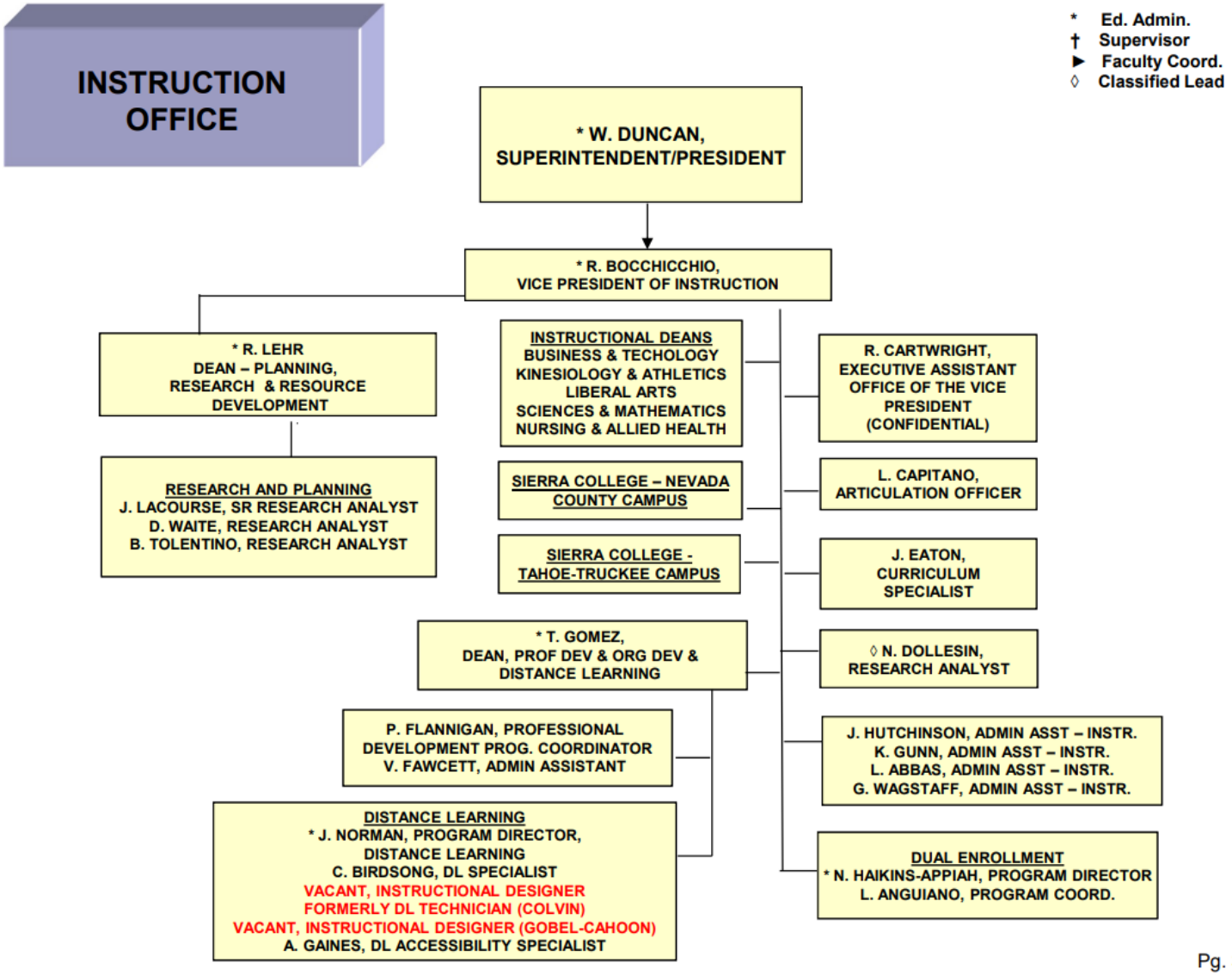


Board Approved
September 9, 2025

MARKETING / COMMUNITY RELATIONS

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

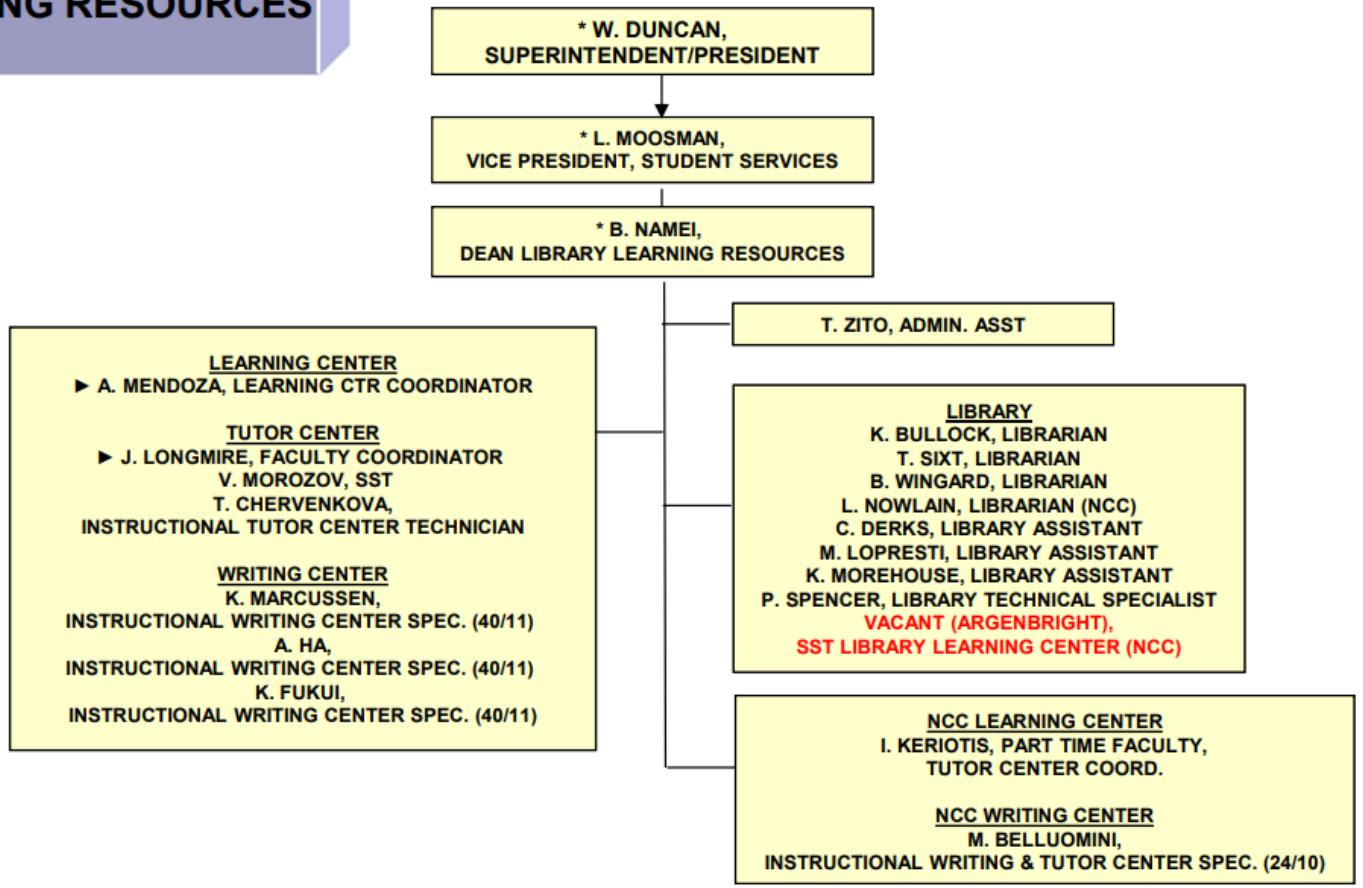


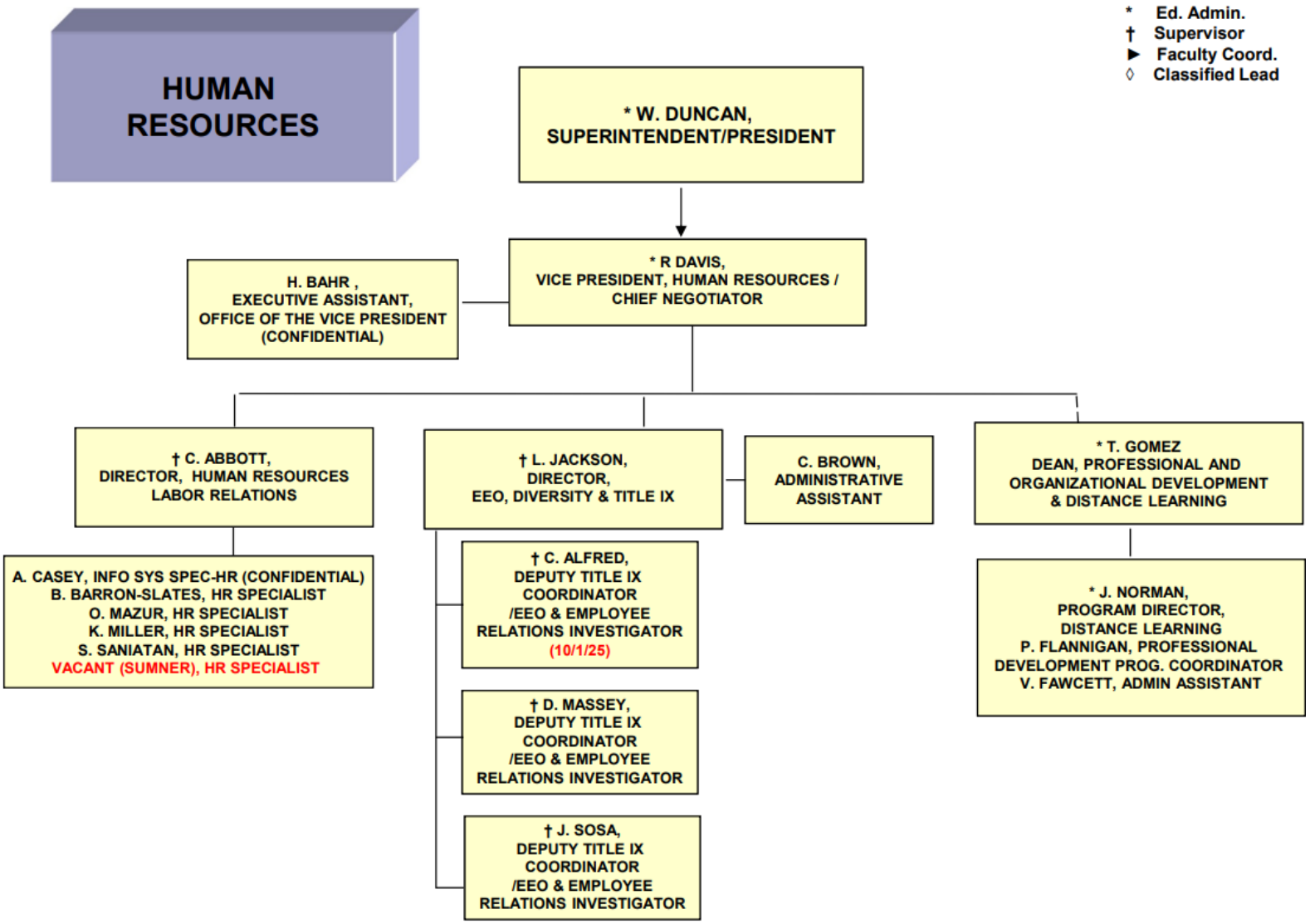

INSTRUCTION OFFICE
* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
* W. DUNCAN, SUPERINTENDENT/PRESIDENT
* R. BOCCHICCHIO, VICE PRESIDENT OF INSTRUCTION
* R. LEHR DEAN – PLANNING, RESEARCH & RESOURCE DEVELOPMENT
RESEARCH AND PLANNING
J. LACOURSE, SR RESEARCH ANALYST
D. WAITE, RESEARCH ANALYST
B. TOLENTINO, RESEARCH ANALYST
INSTRUCTIONAL DEANS
BUSINESS & TECHOLOGY
KINESIOLOGY & ATHLETICS
LIBERAL ARTS
SCIENCES & MATHEMATICS
NURSING & ALLIED HEALTH
SIERRA COLLEGE – NEVADA COUNTY CAMPUS
SIERRA COLLEGE - TAHOE-TRUCKEE CAMPUS
* T. GOMEZ, DEAN, PROF DEV & ORG DEV & DISTANCE LEARNING
P. FLANNIGAN, PROFESSIONAL DEVELOPMENT PROG. COORDINATOR
V. FAWCETT, ADMIN ASSISTANT
DISTANCE LEARNING
* J. NORMAN, PROGRAM DIRECTOR, DISTANCE LEARNING
C. BIRDSONG, DL SPECIALIST
VACANT, INSTRUCTIONAL DESIGNER
FORMERLY DL TECHNICIAN (COLVIN)
VACANT, INSTRUCTIONAL DESIGNER (GOBEL-CAHOON)
A. GAINES, DL ACCESSIBILITY SPECIALIST
R. CARTWRIGHT, EXECUTIVE ASSISTANT OFFICE OF THE VICE PRESIDENT (CONFIDENTIAL)
L. CAPITANO, ARTICULATION OFFICER
J. EATON, CURRICULUM SPECIALIST
◊ N. DOLLESIN, RESEARCH ANALYST
J. HUTCHINSON, ADMIN ASST – INSTR.
K. GUNN, ADMIN ASST – INSTR.
L. ABBAS, ADMIN ASST – INSTR.
G. WAGSTAFF, ADMIN ASST – INSTR.
DUAL ENROLLMENT
* N. HAIKINS-APPIAH, PROGRAM DIRECTOR
L. ANGUIANO, PROGRAM COORD.

Pg. 3

LIBRARY & LEARNING RESOURCES

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




HUMAN RESOURCES
* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
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O. MAZUR, HR SPECIALIST
K. MILLER, HR SPECIALIST
S. SANIATAN, HR SPECIALIST
VACANT (SUMNER), HR SPECIALIST
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† C. ALFRED, DEPUTY TITLE IX COORDINATOR /EEO & EMPLOYEE RELATIONS INVESTIGATOR (10/1/25)
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† J. SOSA, DEPUTY TITLE IX COORDINATOR /EEO & EMPLOYEE RELATIONS INVESTIGATOR
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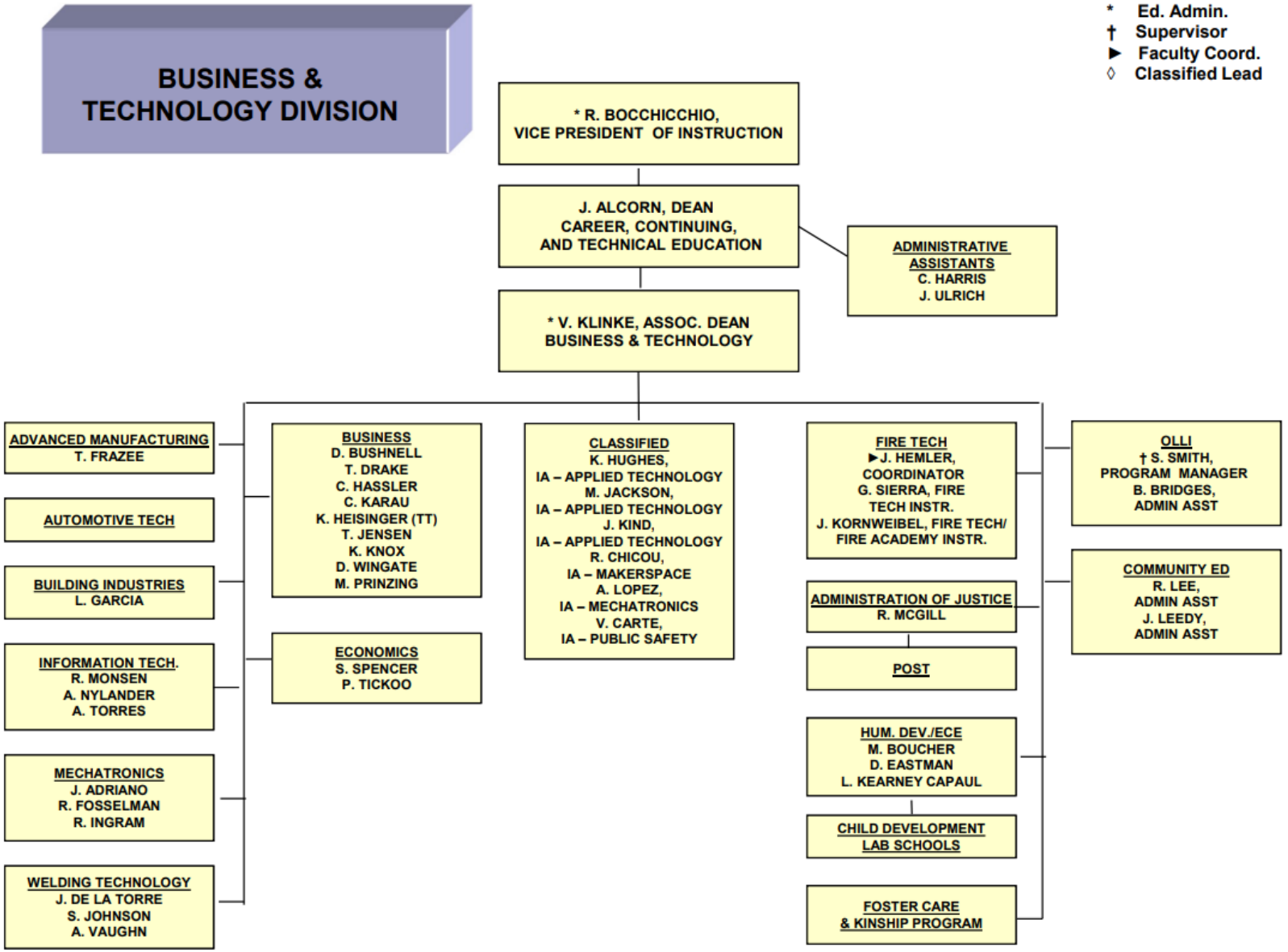
* J. NORMAN, PROGRAM DIRECTOR, DISTANCE LEARNING
P. FLANNIGAN, PROFESSIONAL DEVELOPMENT PROG. COORDINATOR
V. FAWCETT, ADMIN ASSISTANT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† Supervisor
► Faculty Coord.
◊ Classified Lead
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J. LEEDY, ADMIN ASST

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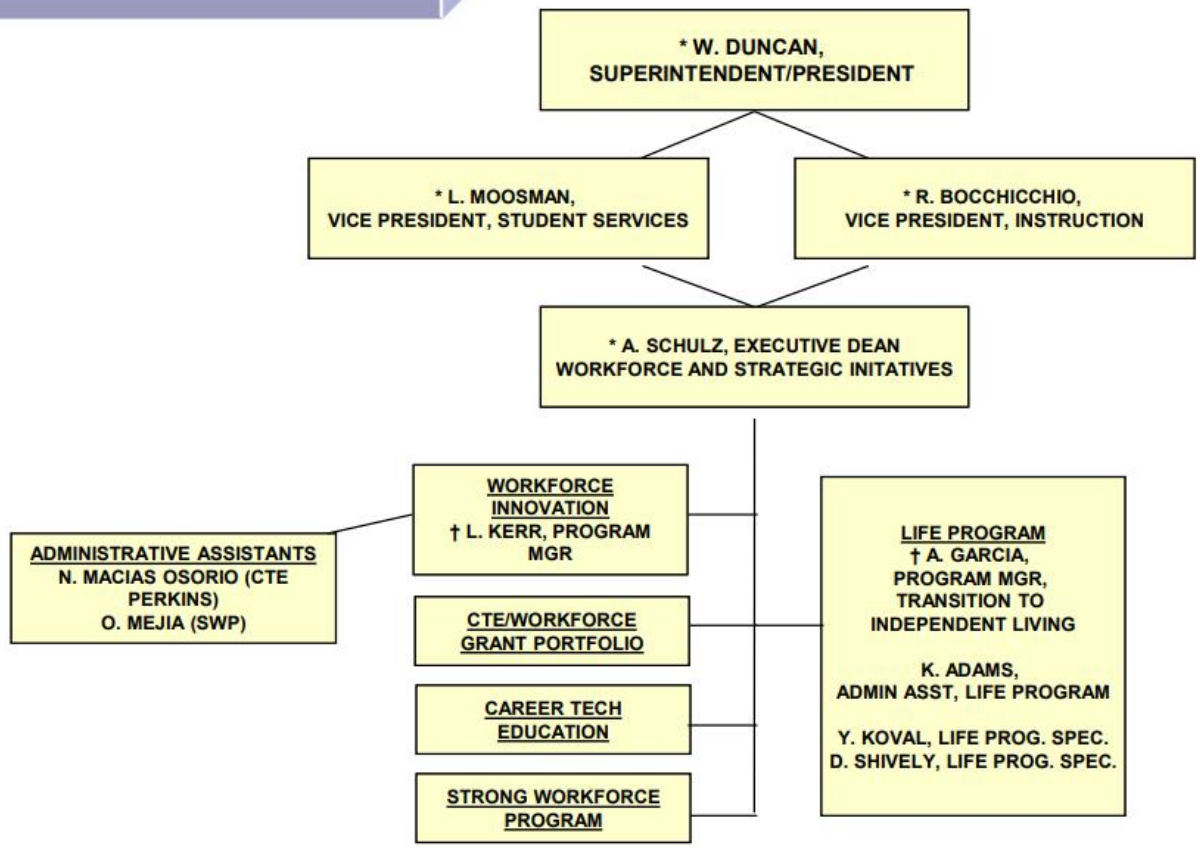
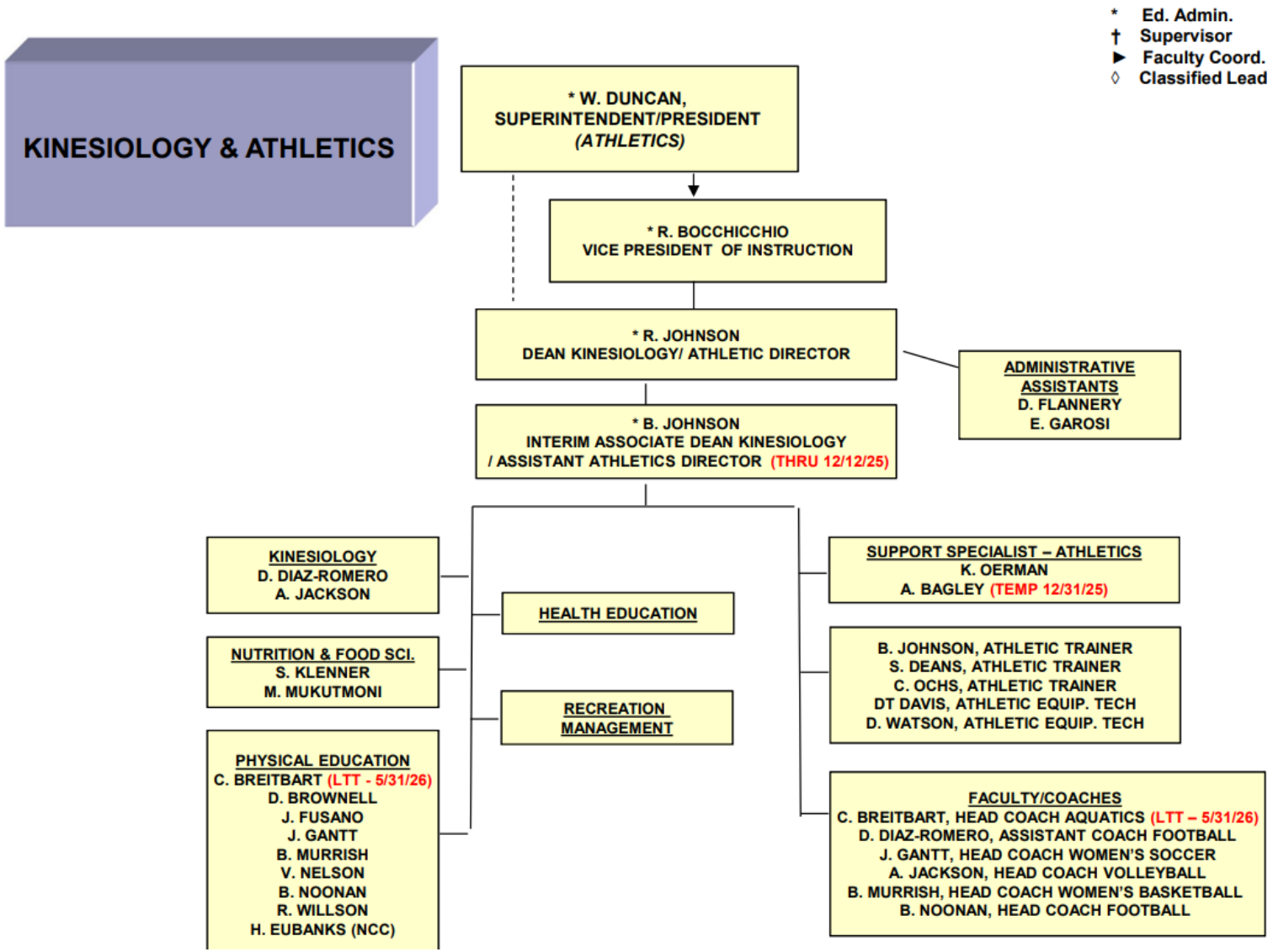
† Supervisor
► Faculty Coord.
◊ Classified Lead

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D. WATSON, ATHLETIC EQUIP. TECH
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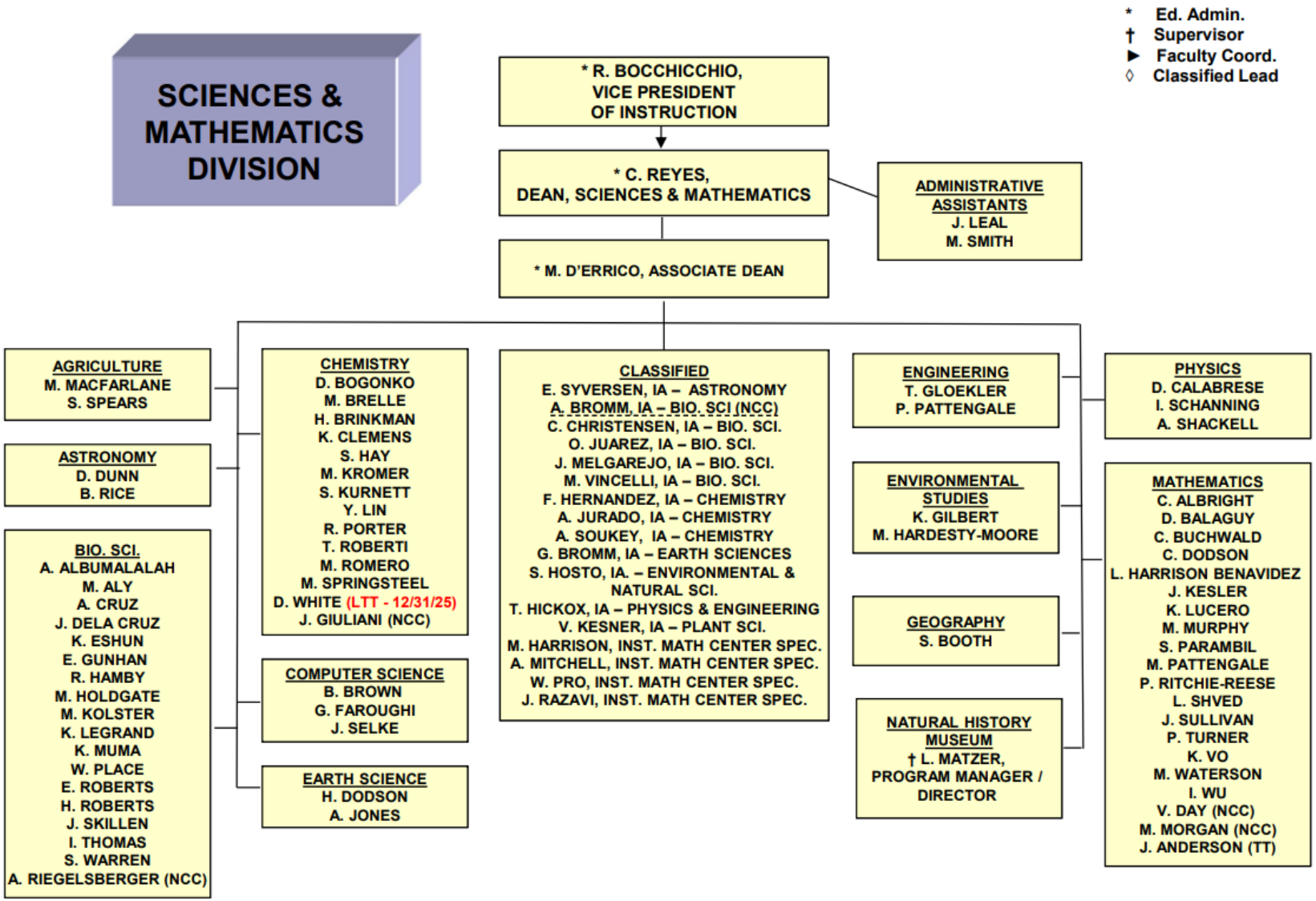
A. JACKSON, HEAD COACH VOLLEYBALL
B. MURRISH, HEAD COACH WOMEN'S BASKETBALL
B. NOONAN, HEAD COACH FOOTBALL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► Faculty Coord.
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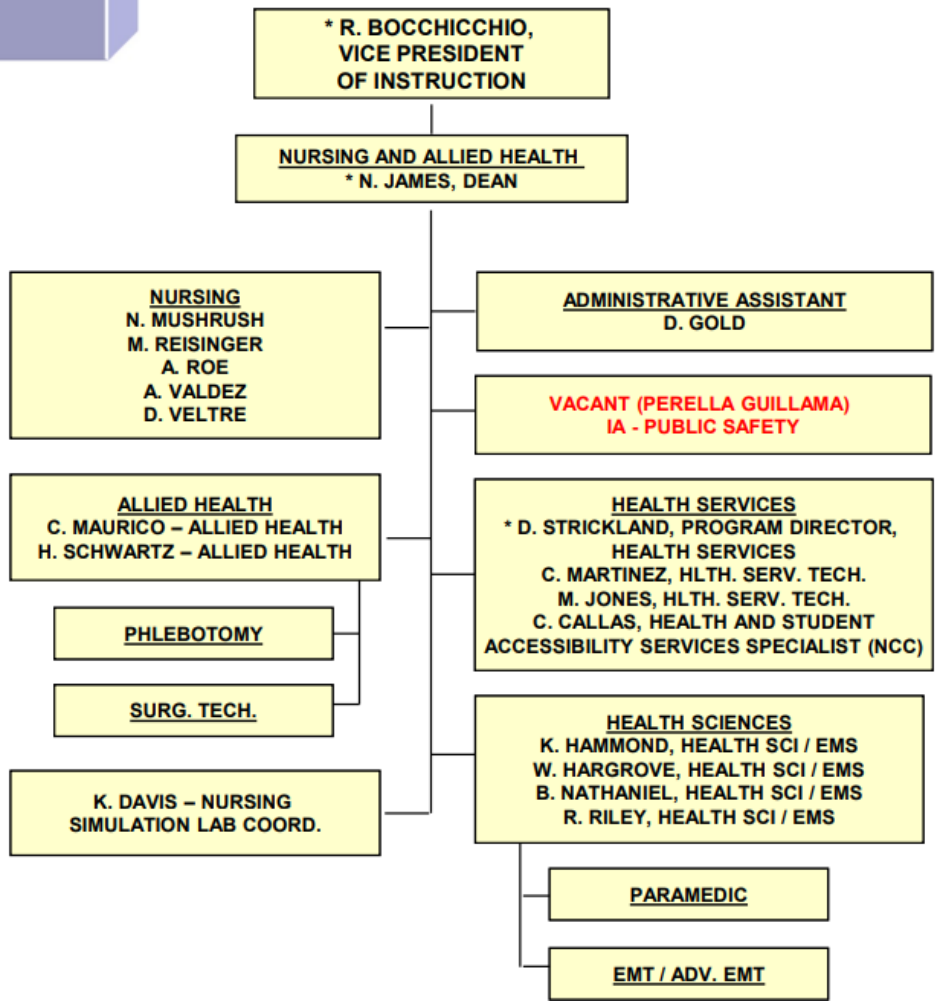
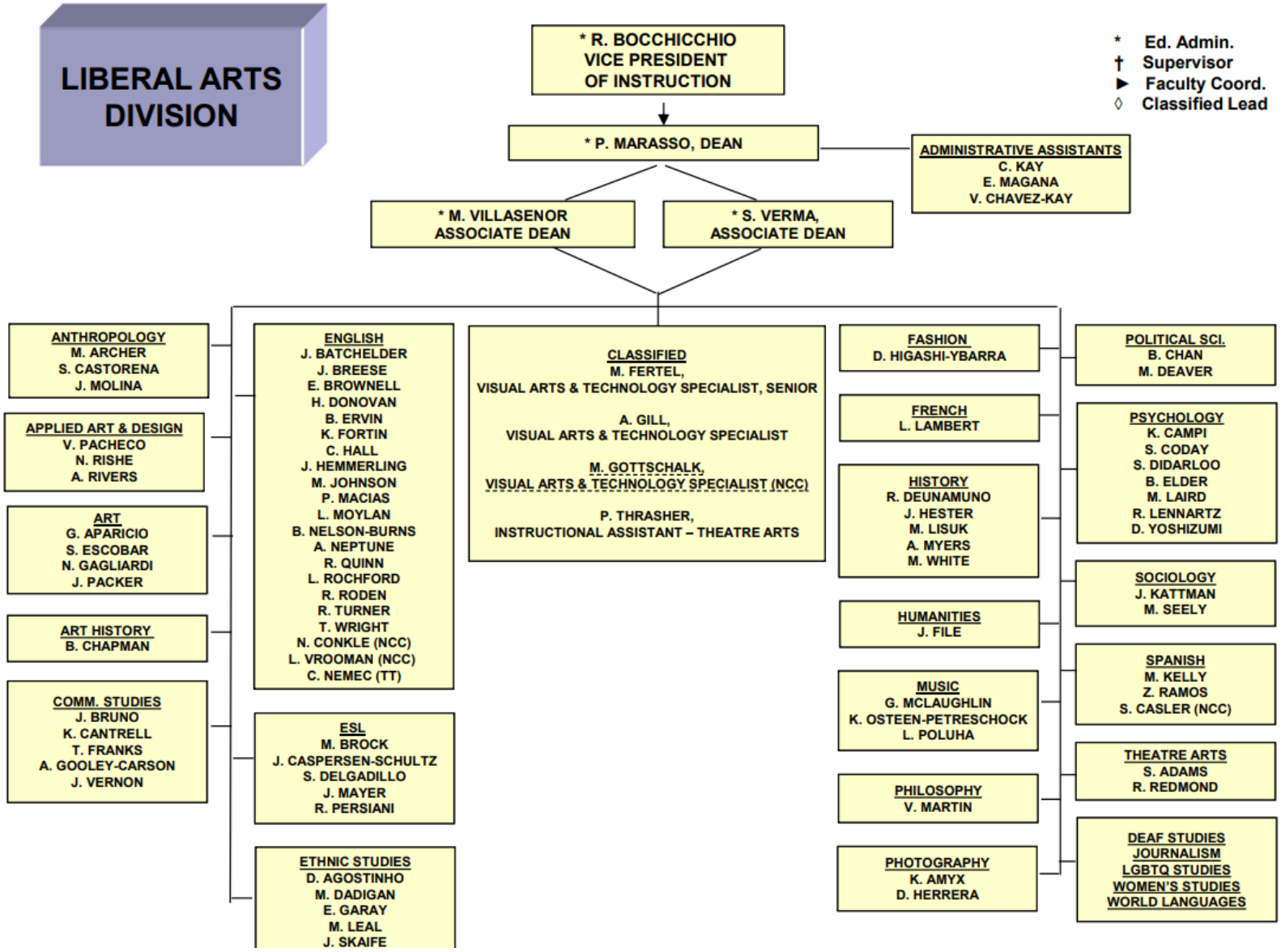
† Supervisor
► Faculty Coord.
◊ Classified Lead

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† Supervisor
► Faculty Coord.
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G. MCLAUGHLIN
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M. LAIRD
R. LENNARTZ
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M. SEELY
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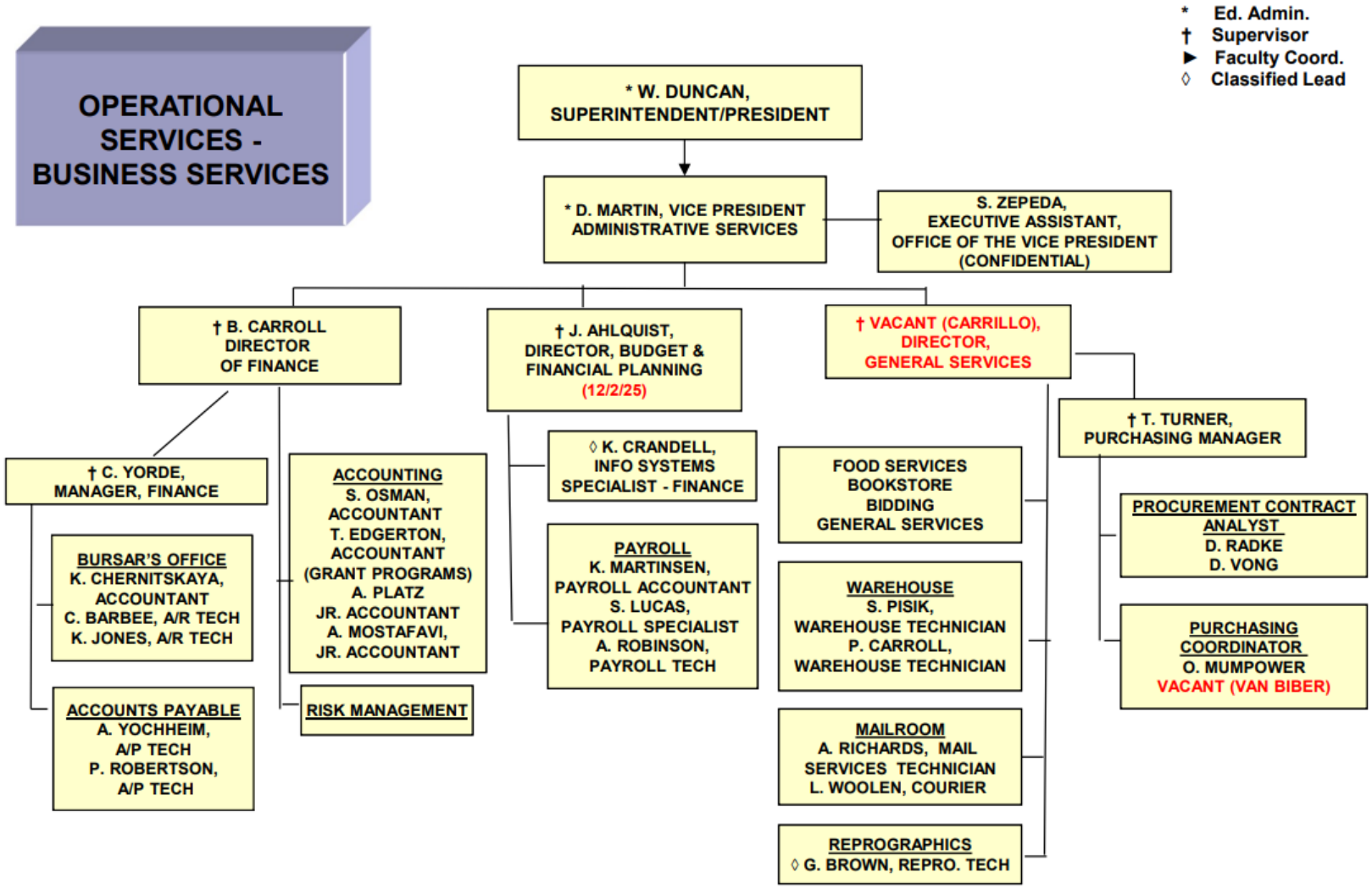
M. KELLY
Z. RAMOS
S. CASLER (NCC)
THEATRE ARTS
S. ADAMS
R. REDMOND
DEAF STUDIES
JOURNALISM
LGBTQ STUDIES
WOMEN'S STUDIES
WORLD LANGUAGES


OPERATIONAL SERVICES - BUSINESS SERVICES
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† Supervisor
► Faculty Coord.
◊ Classified Lead
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† J. AHLQUIST, DIRECTOR, BUDGET & FINANCIAL PLANNING (12/2/25)
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ACCOUNTS PAYABLE
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P. ROBERTSON, A/P TECH
ACCOUNTING
S. OSMAN, ACCOUNTANT
T. EDGERTON, ACCOUNTANT (GRANT PROGRAMS)
A. PLATZ JR. ACCOUNTANT
A. MOSTAFAVI, JR. ACCOUNTANT
RISK MANAGEMENT
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K. MARTINSEN, PAYROLL ACCOUNTANT
S. LUCAS, PAYROLL SPECIALIST
A. ROBINSON, PAYROLL TECH
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BOOKSTORE
BIDDING
GENERAL SERVICES
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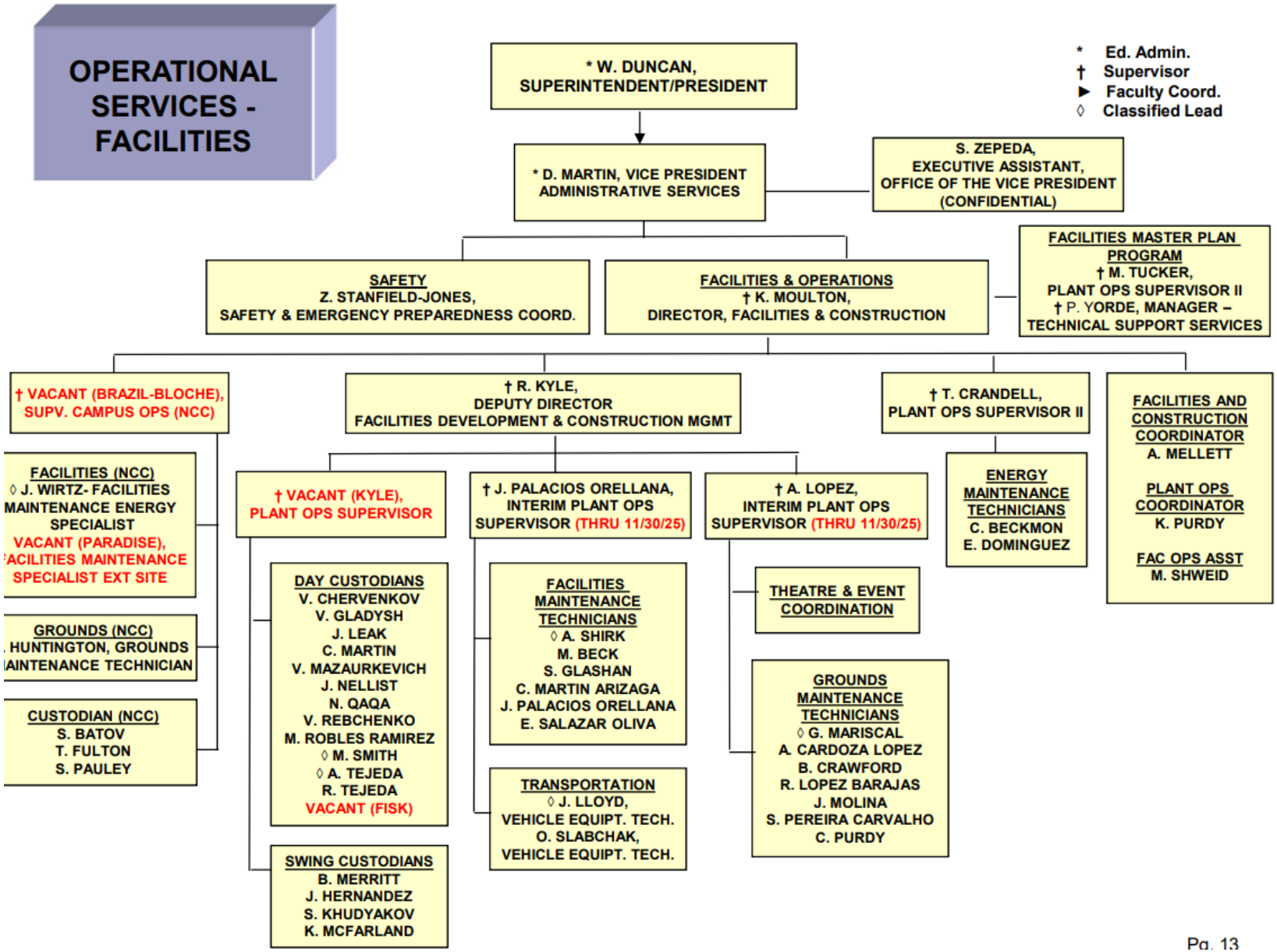
P. CARROLL, WAREHOUSE TECHNICIAN
MAILROOM
A. RICHARDS, MAIL SERVICES TECHNICIAN
L. WOOLEN, COURIER
REPROGRAPHICS
◊ G. BROWN, REPRO. TECH
† T. TURNER, PURCHASING MANAGER
PROCUREMENT CONTRACT ANALYST
D. RADKE
D. VONG
PURCHASING COORDINATOR
O. MUMPOWER
VACANT (VAN BIBER)


OPERATIONAL SERVICES - FACILITIES
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† Supervisor
► Faculty Coord.
◊ Classified Lead
* W. DUNCAN, SUPERINTENDENT/PRESIDENT
* D. MARTIN, VICE PRESIDENT ADMINISTRATIVE SERVICES
S. ZEPEDA, EXECUTIVE ASSISTANT, OFFICE OF THE VICE PRESIDENT (CONFIDENTIAL)
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Z. STANFIELD-JONES, SAFETY & EMERGENCY PREPAREDNESS COORD.
FACILITIES & OPERATIONS
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FACILITIES MASTER PLAN PROGRAM
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† P. YORDE, MANAGER – TECHNICAL SUPPORT SERVICES
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† T. CRANDELL, PLANT OPS SUPERVISOR II
FACILITIES AND CONSTRUCTION COORDINATOR
A. MELLETT
PLANT OPS COORDINATOR
K. PURDY
FAC OPS ASST
M. SHWEID
FACILITIES (NCC)
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VACANT (PARADISE), FACILITIES MAINTENANCE SPECIALIST EXT SITE
GROUNDS (NCC)
HUNTINGTON, GROUNDS MAINTENANCE TECHNICIAN
CUSTODIAN (NCC)
S. BATOV
T. FULTON
S. PAULEY
† VACANT (KYLE), PLANT OPS SUPERVISOR
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† A. LOPEZ, INTERIM PLANT OPS SUPERVISOR (THRU 11/30/25)
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E. DOMINGUEZ
DAY CUSTODIANS
V. CHERVENKOV
V. GLADYSH
J. LEAK
C. MARTIN
V. MAZAURKEVICH
J. NELLIST
N. QAQA
V. REBCHENKO
M. ROBLES RAMIREZ
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R. TEJEDA
VACANT (FISK)
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M. BECK
S. GLASHAN
C. MARTIN ARIZAGA
J. PALACIOS ORELLANA
E. SALAZAR OLIVA
THEATRE & EVENT COORDINATION
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A. CARDOZA LOPEZ
B. CRAWFORD
R. LOPEZ BARAJAS
J. MOLINA
S. PEREIRA CARVALHO
C. PURDY
TRANSPORTATION
◊ J. LLOYD, VEHICLE EQUIPT. TECH.
O. SLABCHAK, VEHICLE EQUIPT. TECH.
SWING CUSTODIANS
B. MERRITT
J. HERNANDEZ
S. KHUDYAKOV
K. MCFARLAND

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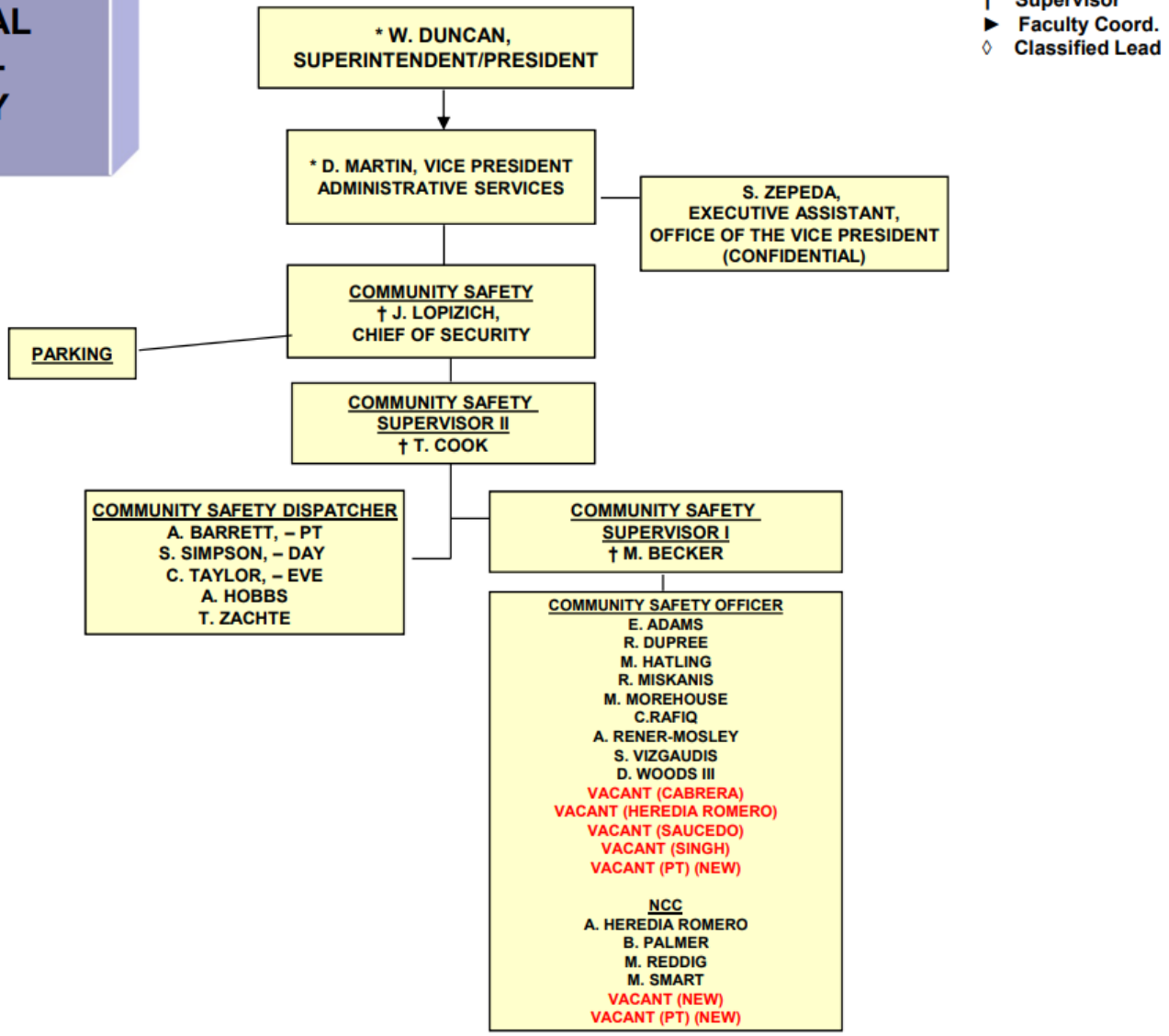
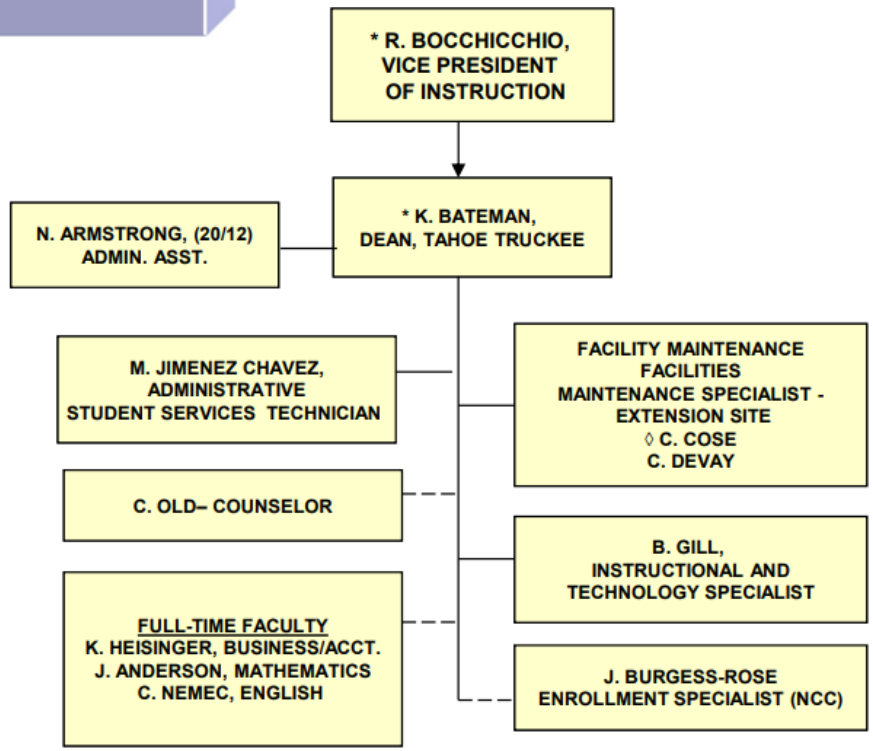
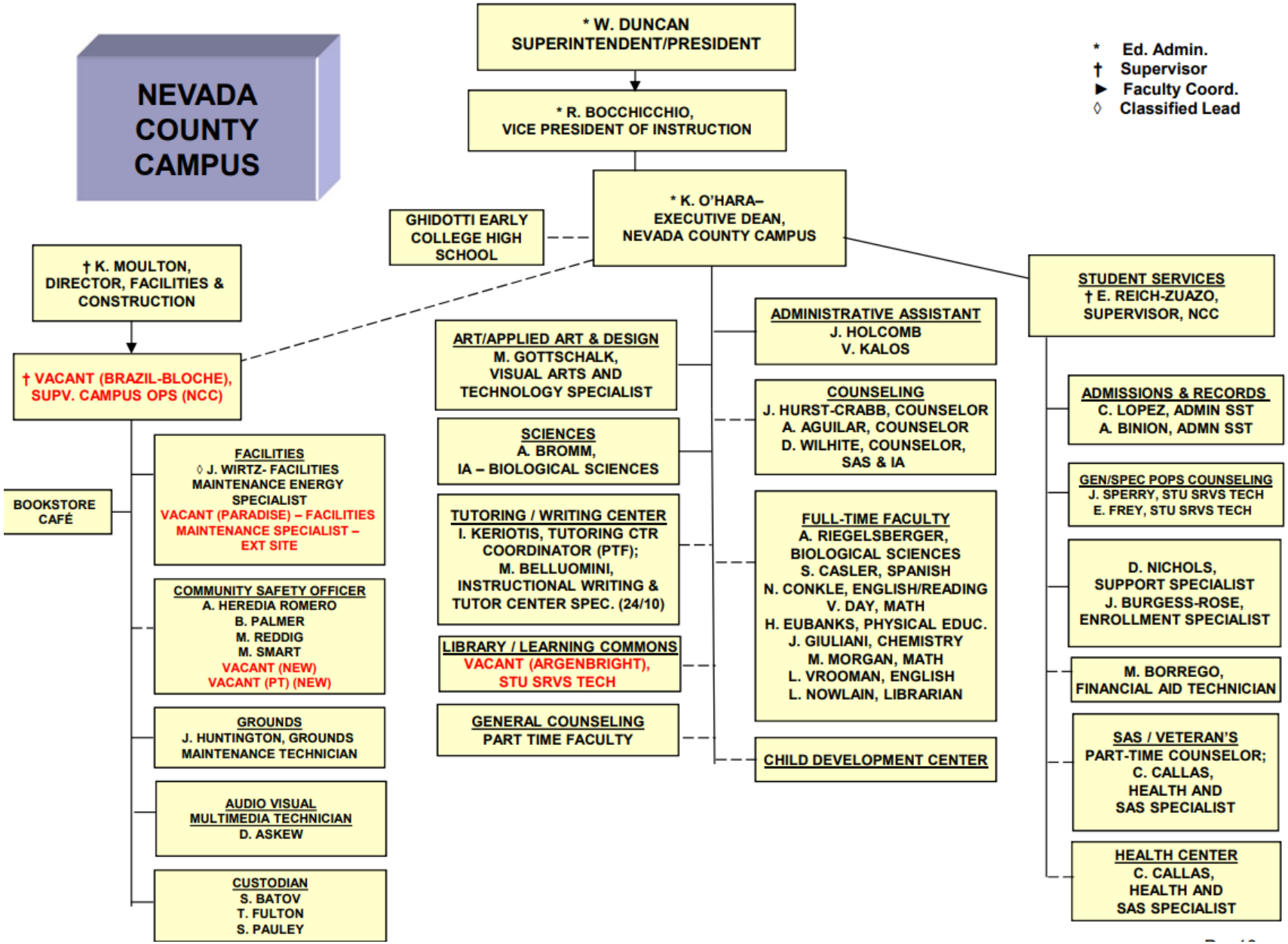
OPERATIONAL SERVICES - COMMUNITY SAFETY



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

TAHOE-TRUCKEE CAMPUS

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* R. BOCCHICCHIO,
VICE PRESIDENT OF INSTRUCTION
* K. O'HARA–
EXECUTIVE DEAN,
NEVADA COUNTY CAMPUS
GHIDOTTI EARLY COLLEGE HIGH SCHOOL
* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
† K. MOULTON,
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† VACANT (BRAZIL-BLOCHE),
SUPV. CAMPUS OPS (NCC)
BOOKSTORE CAFÉ
FACILITIES
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VACANT (PARADISE) – FACILITIES MAINTENANCE SPECIALIST – EXT SITE
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B. PALMER
M. REDDIG
M. SMART
VACANT (NEW)
VACANT (PT) (NEW)
GROUNDS
J. HUNTINGTON, GROUNDS MAINTENANCE TECHNICIAN
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CUSTODIAN
S. BATOV
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M. GOTTSCHALK,
VISUAL ARTS AND TECHNOLOGY SPECIALIST
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IA – BIOLOGICAL SCIENCES
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M. BELLUOMINI,
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STU SRVS TECH
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PART TIME FACULTY
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V. KALOS
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J. HURST-CRABB, COUNSELOR
A. AGUILAR, COUNSELOR
D. WILHITE, COUNSELOR, SAS & IA
FULL-TIME FACULTY
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S. CASLER, SPANISH
N. CONKLE, ENGLISH/READING
V. DAY, MATH
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D. NICHOLS,
SUPPORT SPECIALIST
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ENROLLMENT SPECIALIST
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FINANCIAL AID TECHNICIAN
SAS / VETERAN'S
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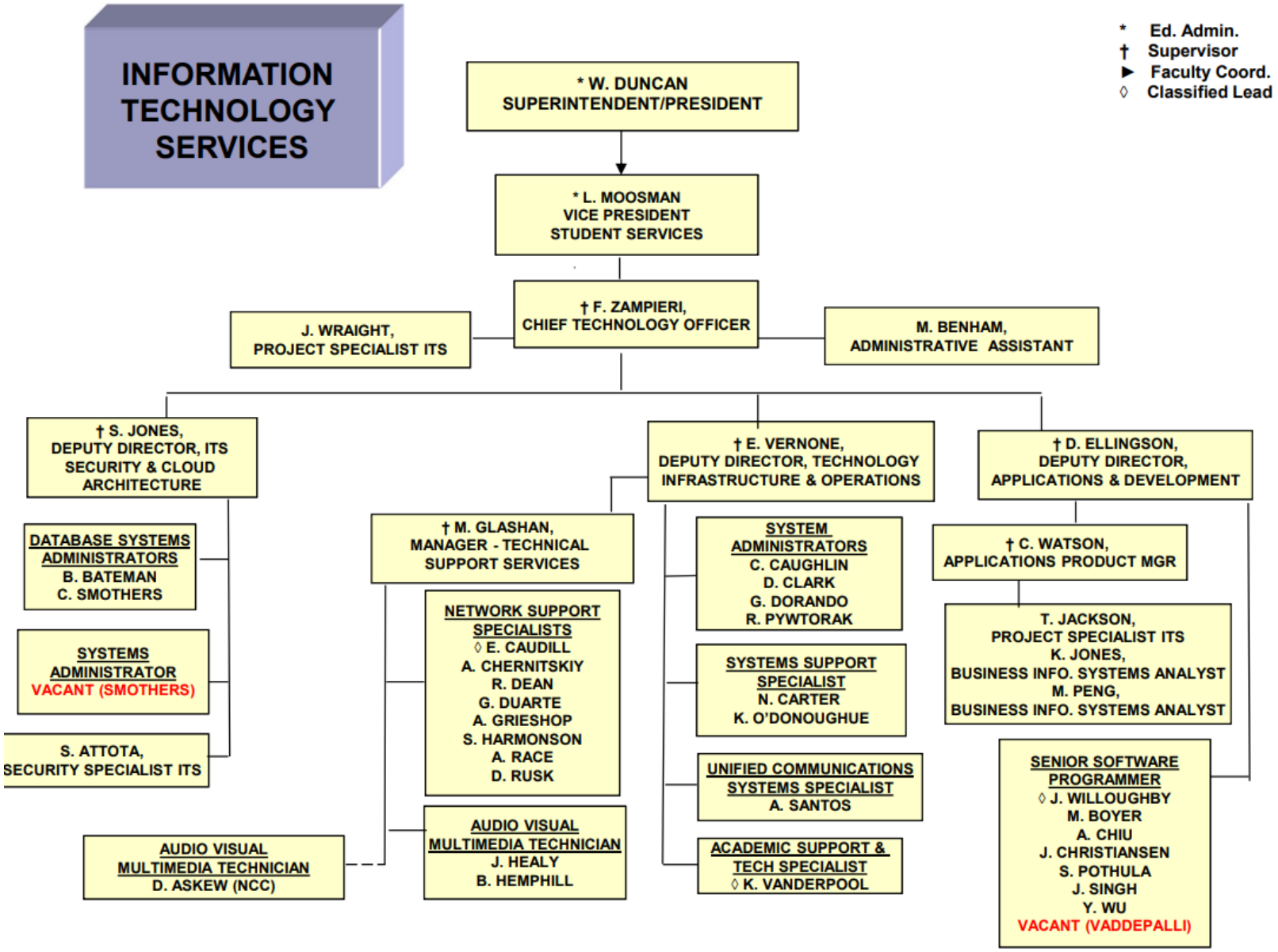
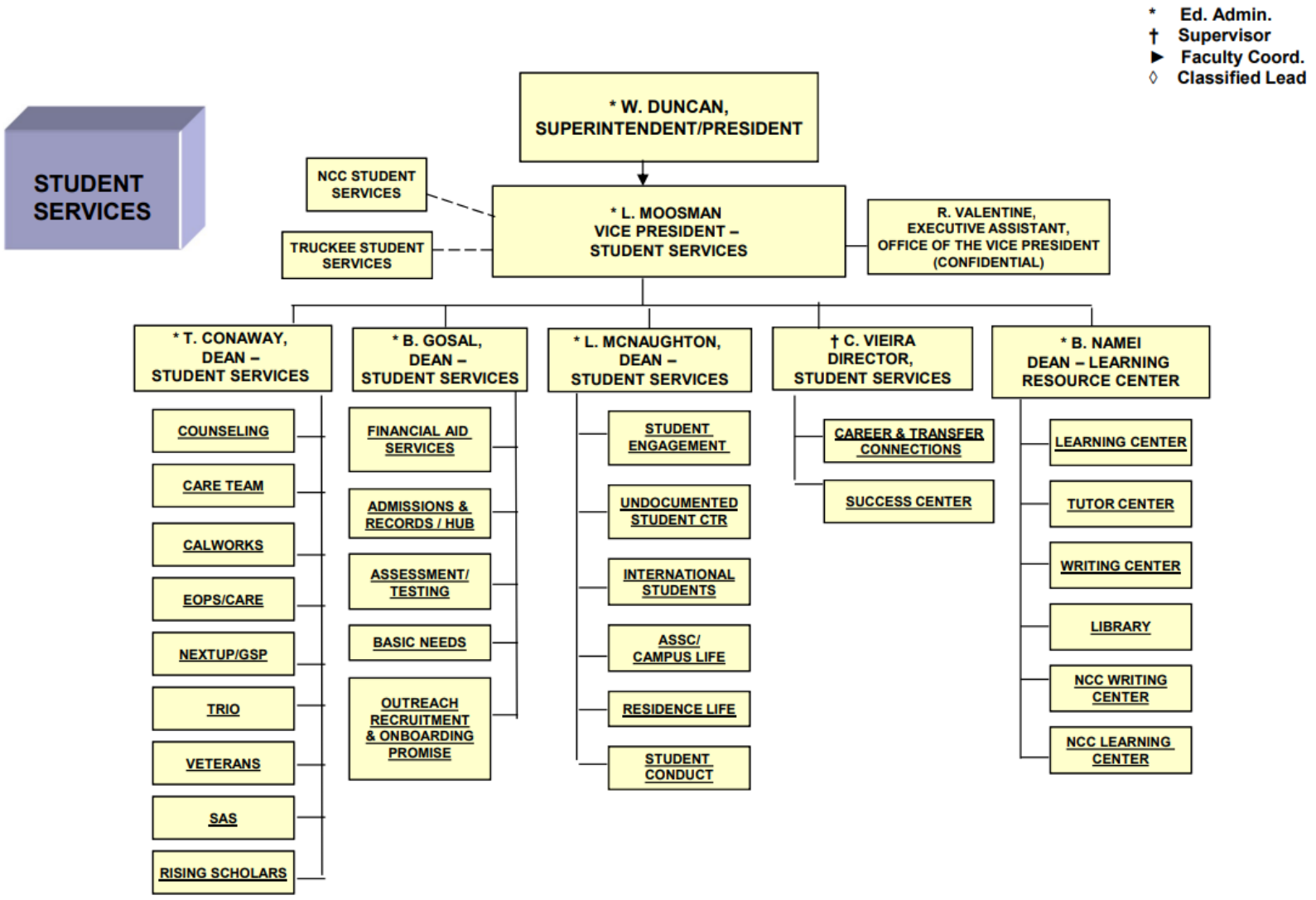
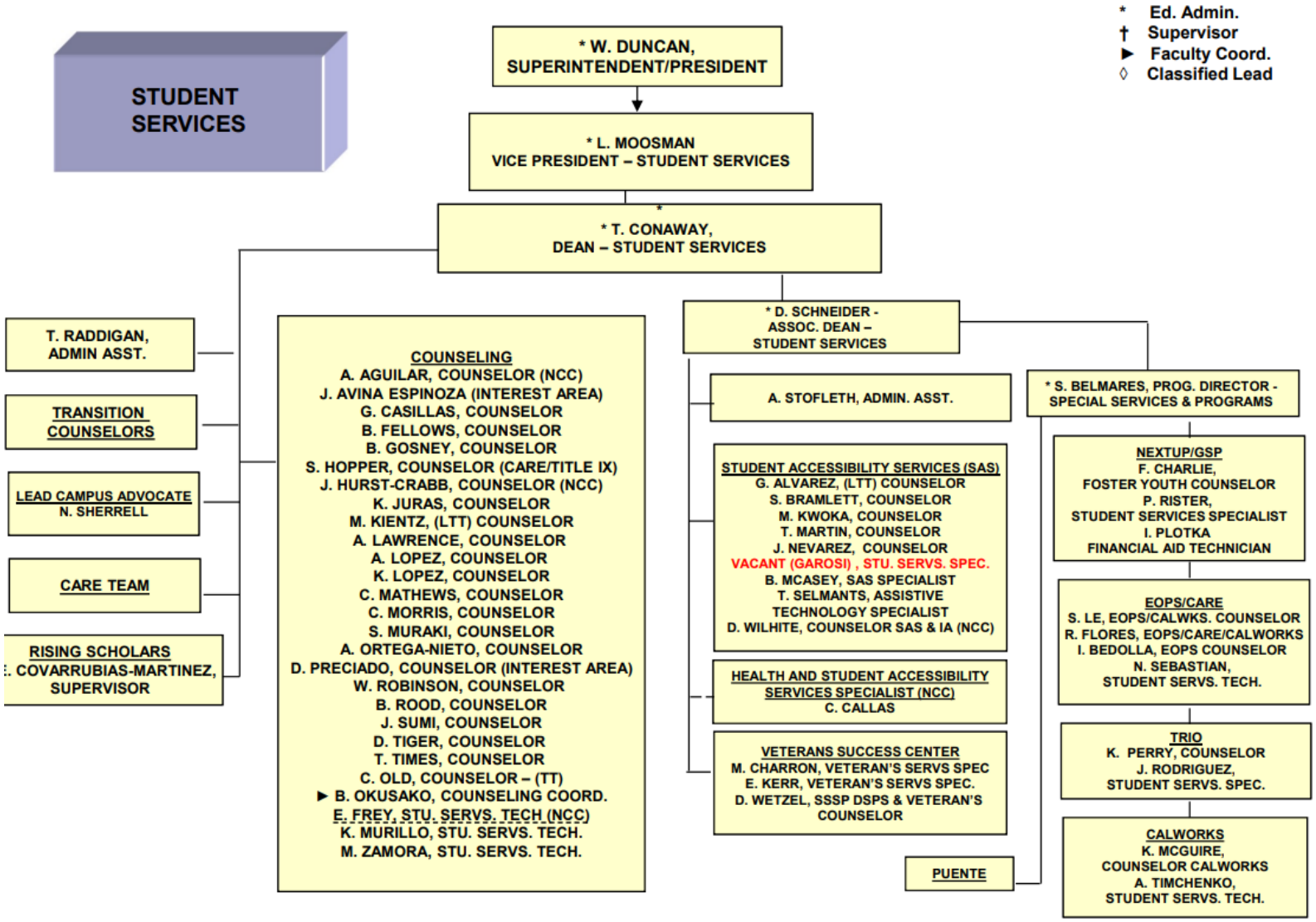
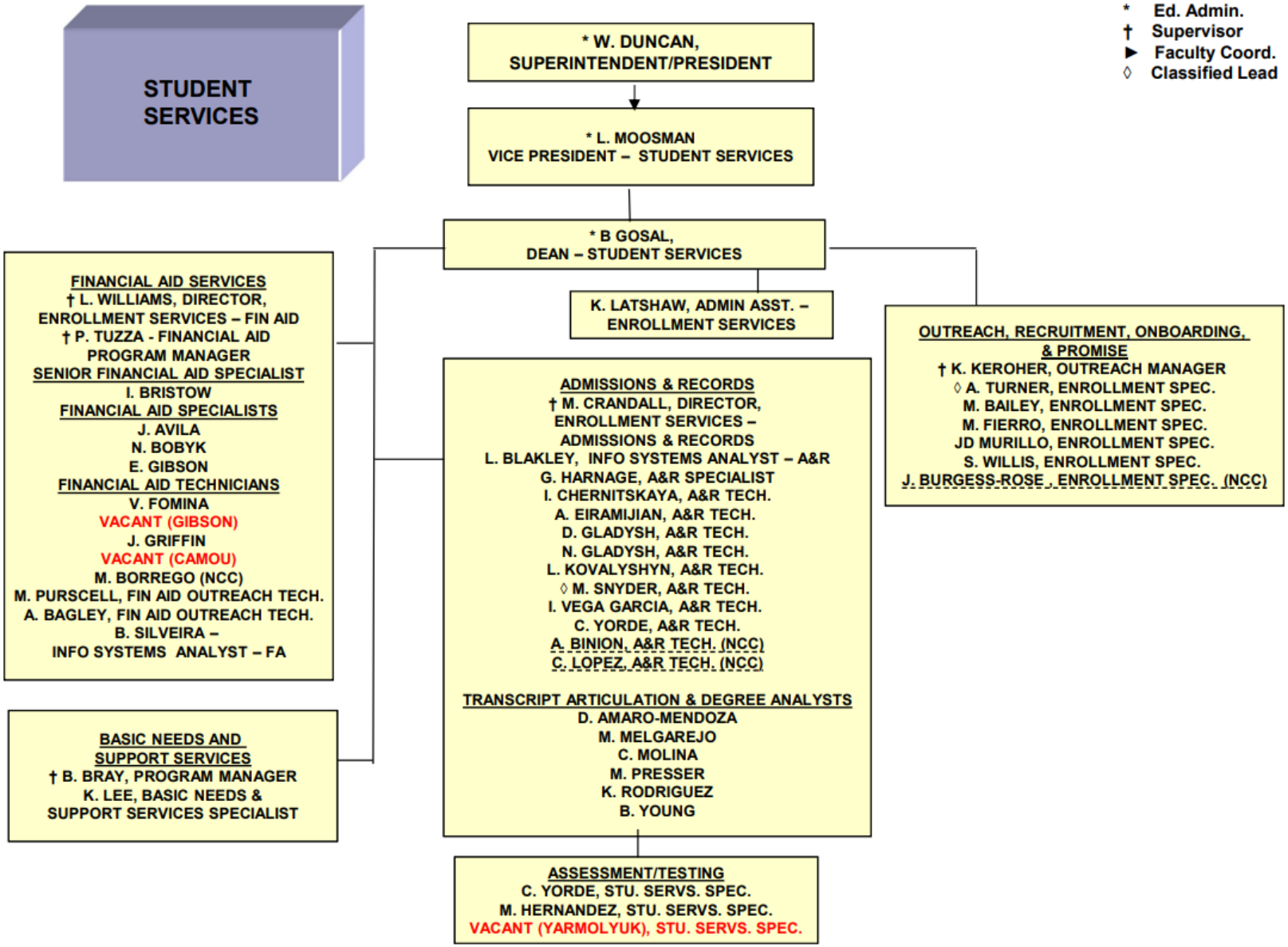
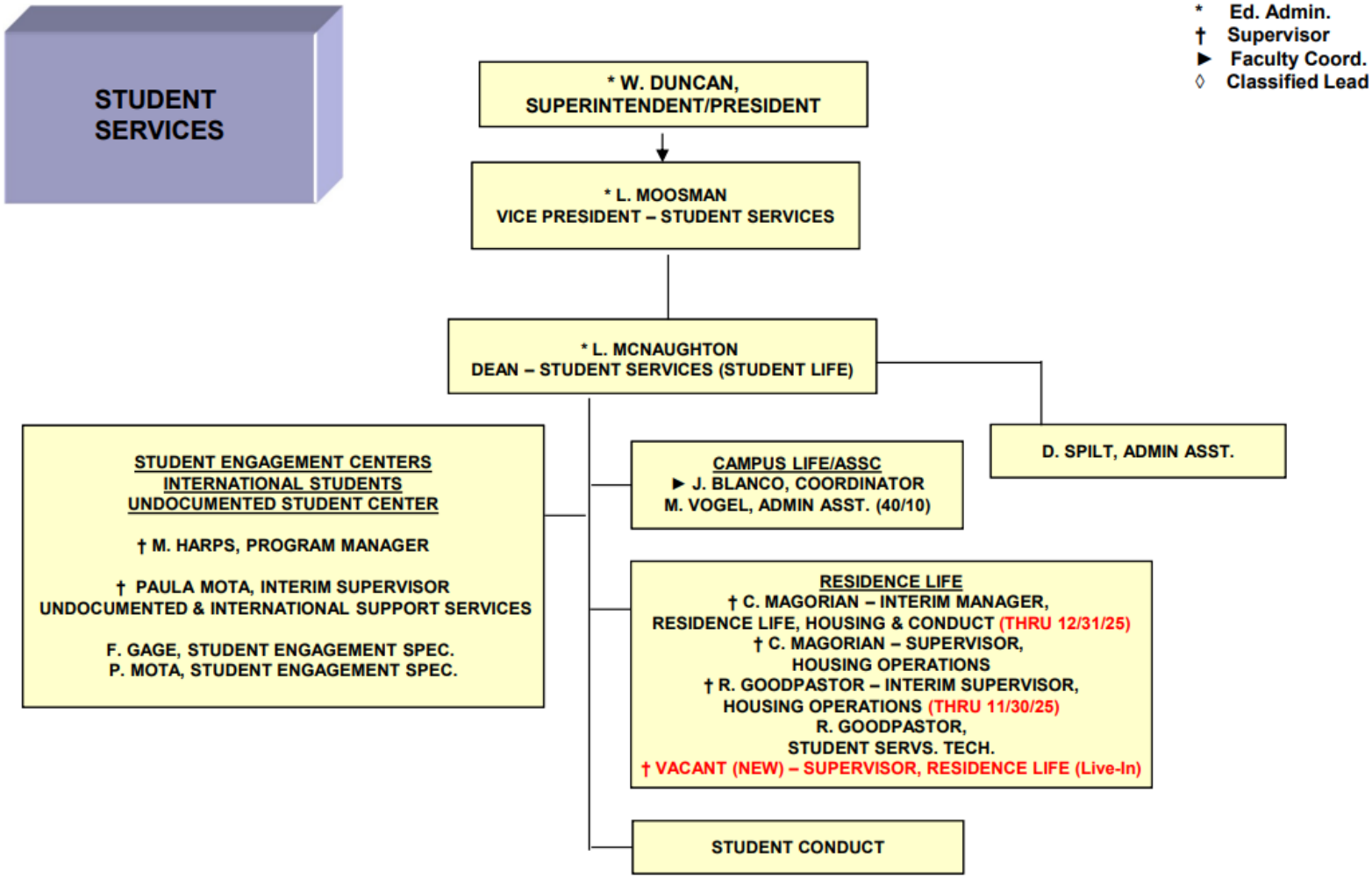
C. CALLAS,
HEALTH AND SAS SPECIALIST
HEALTH CENTER
C. CALLAS,
HEALTH AND SAS SPECIALIST

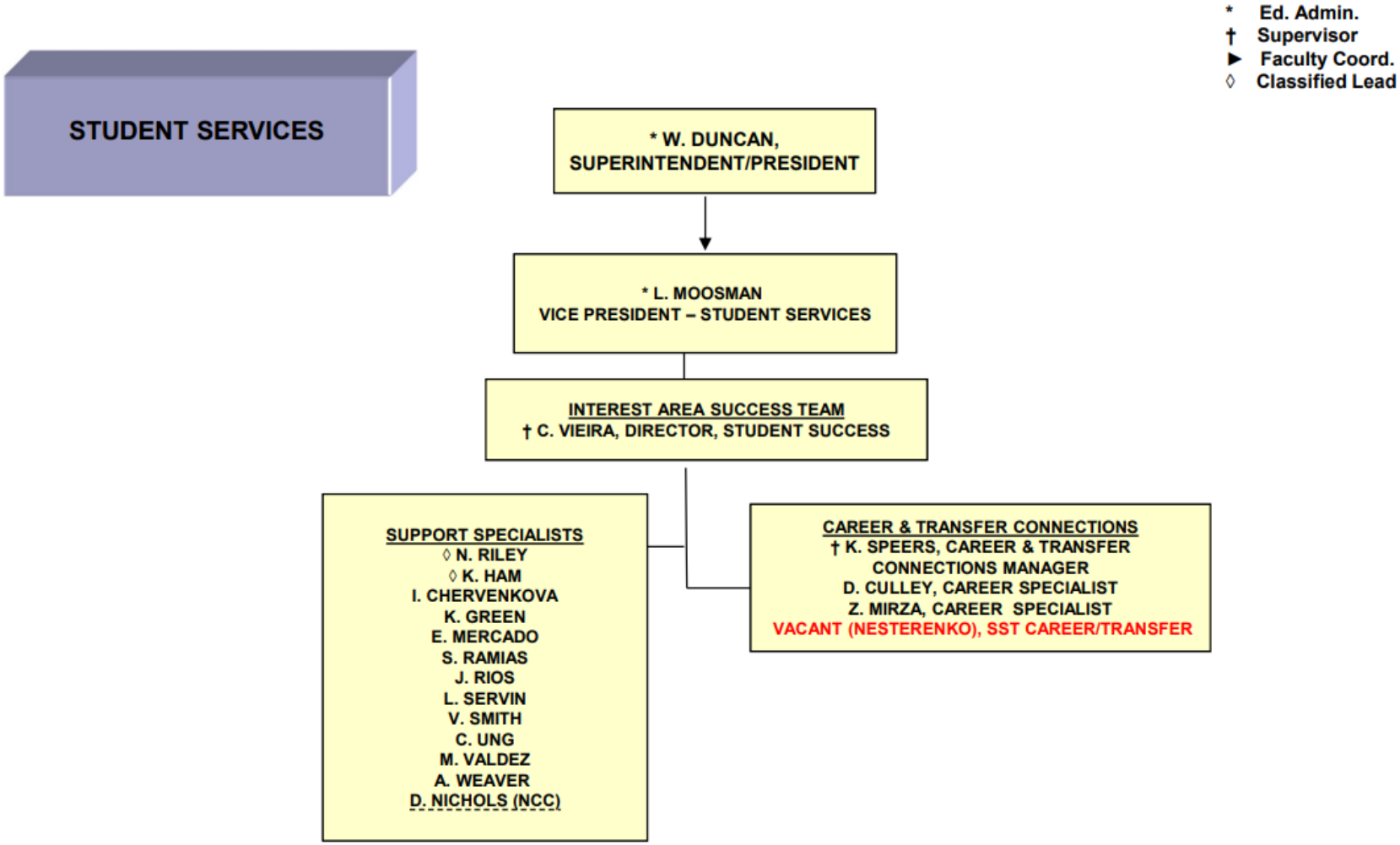

INFORMATION TECHNOLOGY SERVICES
* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
* W. DUNCAN
SUPERINTENDENT/PRESIDENT
* L. MOOSMAN
VICE PRESIDENT
STUDENT SERVICES
† F. ZAMPIERI,
CHIEF TECHNOLOGY OFFICER
J. WRAIGHT,
PROJECT SPECIALIST ITS
M. BENHAM,
ADMINISTRATIVE ASSISTANT
† S. JONES,
DEPUTY DIRECTOR, ITS
SECURITY & CLOUD
ARCHITECTURE
† E. VERNONE,
DEPUTY DIRECTOR, TECHNOLOGY
INFRASTRUCTURE & OPERATIONS
† D. ELLINGSON,
DEPUTY DIRECTOR,
APPLICATIONS & DEVELOPMENT
DATABASE SYSTEMS ADMINISTRATORS
B. BATEMAN
C. SMOTHERS
SYSTEMS ADMINISTRATOR
VACANT (SMOTHERS)
S. ATTOTA,
SECURITY SPECIALIST ITS
† M. GLASHAN,
MANAGER - TECHNICAL
SUPPORT SERVICES
NETWORK SUPPORT SPECIALISTS
◊ E. CAUDILL
A. CHERNITSKIY
R. DEAN
G. DUARTE
A. GRIESHOP
S. HARMONSON
A. RACE
D. RUSK
AUDIO VISUAL MULTIMEDIA TECHNICIAN
D. ASKEW (NCC)
AUDIO VISUAL MULTIMEDIA TECHNICIAN
J. HEALY
B. HEMPHILL
SYSTEM ADMINISTRATORS
C. CAUGHLIN
D. CLARK
G. DORANDO
R. PYWTORAK
SYSTEMS SUPPORT SPECIALIST
N. CARTER
K. O'DONOUGHUE
UNIFIED COMMUNICATIONS SYSTEMS SPECIALIST
A. SANTOS
ACADEMIC SUPPORT & TECH SPECIALIST
◊ K. VANDERPOOL
† C. WATSON,
APPLICATIONS PRODUCT MGR
T. JACKSON,
PROJECT SPECIALIST ITS
K. JONES,
BUSINESS INFO. SYSTEMS ANALYST
M. PENG,
BUSINESS INFO. SYSTEMS ANALYST
SENIOR SOFTWARE PROGRAMMER
◊ J. WILLOUGHBY
M. BOYER
A. CHIU
J. CHRISTIANSEN
S. POTHULA
J. SINGH
Y. WU
VACANT (VADDEPALLI)


* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
STUDENT SERVICES
* W. DUNCAN, SUPERINTENDENT/PRESIDENT
NCC STUDENT SERVICES
TRUCKEE STUDENT SERVICES
* L. MOOSMAN VICE PRESIDENT – STUDENT SERVICES
R. VALENTINE, EXECUTIVE ASSISTANT, OFFICE OF THE VICE PRESIDENT (CONFIDENTIAL)
* T. CONAWAY, DEAN – STUDENT SERVICES
COUNSELING
CARE TEAM
CALWORKS
EOPS/CARE
NEXTUP/GSP
TRIO
VETERANS
SAS
RISING SCHOLARS
* B. GOSAL, DEAN – STUDENT SERVICES
FINANCIAL AID SERVICES
ADMISSIONS & RECORDS / HUB
ASSESSMENT/ TESTING
BASIC NEEDS
OUTREACH RECRUITMENT & ONBOARDING PROMISE
* L. MCNAUGHTON, DEAN – STUDENT SERVICES
STUDENT ENGAGEMENT
UNDOCUMENTED STUDENT CTR
INTERNATIONAL STUDENTS
ASSC/ CAMPUS LIFE
RESIDENCE LIFE
STUDENT CONDUCT
† C. VIEIRA DIRECTOR, STUDENT SERVICES
CAREER & TRANSFER CONNECTIONS
SUCCESS CENTER
* B. NAMEI DEAN – LEARNING RESOURCE CENTER
LEARNING CENTER
TUTOR CENTER
WRITING CENTER
LIBRARY
NCC WRITING CENTER
NCC LEARNING CENTER


STUDENT SERVICES
* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
* W. DUNCAN, SUPERINTENDENT/PRESIDENT
* L. MOOSMAN VICE PRESIDENT – STUDENT SERVICES
* T. CONAWAY, DEAN – STUDENT SERVICES
T. RADDIGAN, ADMIN ASST.
TRANSITION COUNSELORS
LEAD CAMPUS ADVOCATE N. SHERRELL
CARE TEAM
RISING SCHOLARS E. COVARRUBIAS-MARTINEZ, SUPERVISOR
COUNSELING
A. AGUILAR, COUNSELOR (NCC)
J. AVINA ESPINOZA (INTEREST AREA)
G. CASILLAS, COUNSELOR
B. FELLOWS, COUNSELOR
B. GOSNEY, COUNSELOR
S. HOPPER, COUNSELOR (CARE/TITLE IX)
J. HURST-CRABB, COUNSELOR (NCC)
K. JURAS, COUNSELOR
M. KIENTZ, (LTT) COUNSELOR
A. LAWRENCE, COUNSELOR
A. LOPEZ, COUNSELOR
K. LOPEZ, COUNSELOR
C. MATHEWS, COUNSELOR
C. MORRIS, COUNSELOR
S. MURAKI, COUNSELOR
A. ORTEGA-NIETO, COUNSELOR
D. PRECIADO, COUNSELOR (INTEREST AREA)
W. ROBINSON, COUNSELOR
B. ROOD, COUNSELOR
J. SUMI, COUNSELOR
D. TIGER, COUNSELOR
T. TIMES, COUNSELOR
C. OLD, COUNSELOR – (TT)
► B. OKUSAKO, COUNSELING COORD.
E. FREY, STU. SERVS. TECH (NCC)
K. MURILLO, STU. SERVS. TECH.
M. ZAMORA, STU. SERVS. TECH.
* D. SCHNEIDER - ASSOC. DEAN – STUDENT SERVICES
A. STOFLETH, ADMIN. ASST.
STUDENT ACCESSIBILITY SERVICES (SAS)
G. ALVAREZ, (LTT) COUNSELOR
S. BRAMLETT, COUNSELOR
M. KWOKA, COUNSELOR
T. MARTIN, COUNSELOR
J. NEVAREZ, COUNSELOR
VACANT (GAROSI) , STU. SERVS. SPEC.
B. MCASEY, SAS SPECIALIST
T. SELMANTS, ASSISTIVE TECHNOLOGY SPECIALIST
D. WILHITE, COUNSELOR SAS & IA (NCC)
HEALTH AND STUDENT ACCESSIBILITY SERVICES SPECIALIST (NCC)
C. CALLAS
VETERANS SUCCESS CENTER
M. CHARRON, VETERAN'S SERVS SPEC
E. KERR, VETERAN'S SERVS SPEC.
D. WETZEL, SSSP DSPS & VETERAN'S COUNSELOR
PUENTE
* S. BELMARES, PROG. DIRECTOR - SPECIAL SERVICES & PROGRAMS
NEXTUP/GSP
F. CHARLIE, FOSTER YOUTH COUNSELOR
P. RISTER, STUDENT SERVICES SPECIALIST
I. PLOTKA FINANCIAL AID TECHNICIAN
EOPS/CARE
S. LE, EOPS/CALWKS. COUNSELOR
R. FLORES, EOPS/CARE/CALWORKS
I. BEDOLLA, EOPS COUNSELOR
N. SEBASTIAN, STUDENT SERVS. TECH.
TRIO
K. PERRY, COUNSELOR
J. RODRIGUEZ, STUDENT SERVS. SPEC.
CALWORKS
K. MCGUIRE, COUNSELOR CALWORKS
A. TIMCHENKO, STUDENT SERVS. TECH.

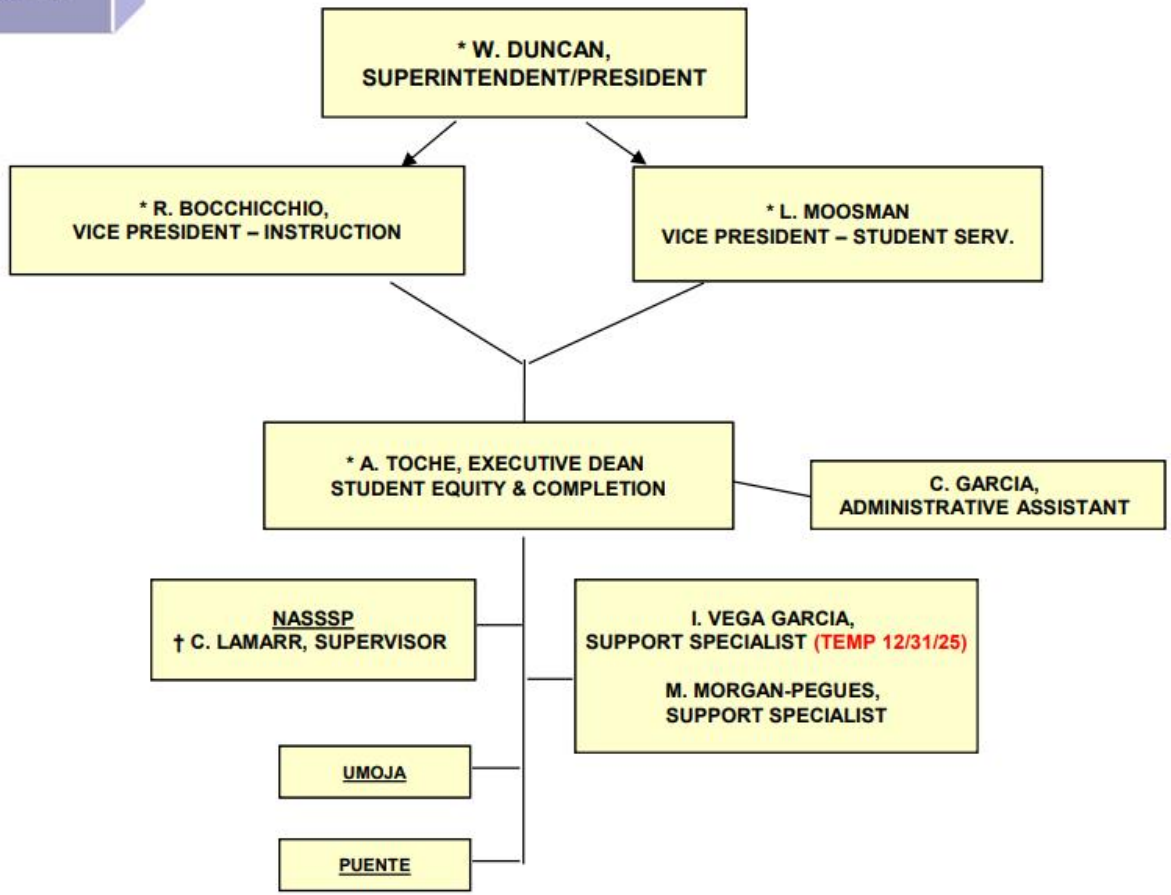

STUDENT SERVICES
* W. DUNCAN, SUPERINTENDENT/PRESIDENT
* L. MOOSMAN VICE PRESIDENT – STUDENT SERVICES
* B GOSAL, DEAN – STUDENT SERVICES
K. LATSHAW, ADMIN ASST. – ENROLLMENT SERVICES
* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
FINANCIAL AID SERVICES
† L. WILLIAMS, DIRECTOR, ENROLLMENT SERVICES – FIN AID
† P. TUZZA - FINANCIAL AID PROGRAM MANAGER
SENIOR FINANCIAL AID SPECIALIST
I. BRISTOW
FINANCIAL AID SPECIALISTS
J. AVILA
N. BOBYK
E. GIBSON
FINANCIAL AID TECHNICIANS
V. FOMINA
VACANT (GIBSON)
J. GRIFFIN
VACANT (CAMOU)
M. BORREGO (NCC)
M. PURSCELL, FIN AID OUTREACH TECH.
A. BAGLEY, FIN AID OUTREACH TECH.
B. SILVEIRA – INFO SYSTEMS ANALYST – FA
BASIC NEEDS AND SUPPORT SERVICES
† B. BRAY, PROGRAM MANAGER
K. LEE, BASIC NEEDS & SUPPORT SERVICES SPECIALIST
ADMISSIONS & RECORDS
† M. CRANDALL, DIRECTOR, ENROLLMENT SERVICES – ADMISSIONS & RECORDS
L. BLAKLEY, INFO SYSTEMS ANALYST – A&R
G. HARNAGE, A&R SPECIALIST
I. CHERNITSKAYA, A&R TECH.
A. EIRAMIJIAN, A&R TECH.
D. GLADYSH, A&R TECH.
N. GLADYSH, A&R TECH.
L. KOVALYSHYN, A&R TECH.
◊ M. SNYDER, A&R TECH.
I. VEGA GARCIA, A&R TECH.
C. YORDE, A&R TECH.
A. BINION, A&R TECH. (NCC)
C. LOPEZ, A&R TECH. (NCC)
TRANSCRIPT ARTICULATION & DEGREE ANALYSTS
D. AMARO-MENDOZA
M. MELGAREJO
C. MOLINA
M. PRESSER
K. RODRIGUEZ
B. YOUNG
ASSESSMENT/TESTING
C. YORDE, STU. SERVS. SPEC.
M. HERNANDEZ, STU. SERVS. SPEC.
VACANT (YARMOLYUK), STU. SERVS. SPEC.
OUTREACH, RECRUITMENT, ONBOARDING, & PROMISE
† K. KEROHER, OUTREACH MANAGER
◊ A. TURNER, ENROLLMENT SPEC.
M. BAILEY, ENROLLMENT SPEC.
M. FIERRO, ENROLLMENT SPEC.
JD MURILLO, ENROLLMENT SPEC.
S. WILLIS, ENROLLMENT SPEC.
J. BURGESS-ROSE , ENROLLMENT SPEC. (NCC)


STUDENT SERVICES
* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
* W. DUNCAN, SUPERINTENDENT/PRESIDENT
* L. MOOSMAN VICE PRESIDENT – STUDENT SERVICES
* L. MCNAUGHTON DEAN – STUDENT SERVICES (STUDENT LIFE)
D. SPILT, ADMIN ASST.
STUDENT ENGAGEMENT CENTERS
INTERNATIONAL STUDENTS
UNDOCUMENTED STUDENT CENTER
† M. HARPS, PROGRAM MANAGER
† PAULA MOTA, INTERIM SUPERVISOR UNDOCUMENTED & INTERNATIONAL SUPPORT SERVICES
F. GAGE, STUDENT ENGAGEMENT SPEC.
P. MOTA, STUDENT ENGAGEMENT SPEC.
CAMPUS LIFE/ASSC
► J. BLANCO, COORDINATOR
M. VOGEL, ADMIN ASST. (40/10)
RESIDENCE LIFE
† C. MAGORIAN – INTERIM MANAGER, RESIDENCE LIFE, HOUSING & CONDUCT (THRU 12/31/25)
† C. MAGORIAN – SUPERVISOR, HOUSING OPERATIONS
† R. GOODPASTOR – INTERIM SUPERVISOR, HOUSING OPERATIONS (THRU 11/30/25)
R. GOODPASTOR, STUDENT SERVS. TECH.
† VACANT (NEW) – SUPERVISOR, RESIDENCE LIFE (Live-In)
STUDENT CONDUCT


* Ed. Admin.
† Supervisor
► Faculty Coord.
◊ Classified Lead
STUDENT SERVICES
* W. DUNCAN,
SUPERINTENDENT/PRESIDENT
* L. MOOSMAN
VICE PRESIDENT – STUDENT SERVICES
INTEREST AREA SUCCESS TEAM
† C. VIEIRA, DIRECTOR, STUDENT SUCCESS
SUPPORT SPECIALISTS
◊ N. RILEY
◊ K. HAM
I. CHERVENKOVA
K. GREEN
E. MERCADO
S. RAMIAS
J. RIOS
L. SERVIN
V. SMITH
C. UNG
M. VALDEZ
A. WEAVER
D. NICHOLS (NCC)
CAREER & TRANSFER CONNECTIONS
† K. SPEERS, CAREER & TRANSFER
CONNECTIONS MANAGER
D. CULLEY, CAREER SPECIALIST
Z. MIRZA, CAREER SPECIALIST
VACANT (NESTERENKO), SST CAREER/TRANSFER

STUDENT SUCCESS & EQUITY & ENGAGEMENT

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



Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Rocklin Campus
5100 Sierra College Boulevard
Rocklin, California 95677
(916) 624-3333

Nevada County Campus
250 Sierra College Drive
Grass Valley, California 95945
(530) 274-5300

Tahoe-Truckee Campus
11001 College Trail
Truckee, California 96161
(530) 550-2225