DISTRICT MISSION AND INSTITUTIONAL OUTCOMES

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

Mission Statement

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.

Vision Statement

Sierra College will be the preferred destination for higher education and training in our region, strengthening our surrounding communities through the success of our students.

Core Values

The following core values will establish our ethical principles and guide our institutional decision-making. Through a process of continuous evaluation, Sierra College will:

1. Cultivate a diverse, equitable, and inclusive community to enrich its mission and support students in achieving their educational goals.
2. Empower students in their education.
3. Identify and remove historical barriers to equitable education and success.
4. Support and model excellence and innovation in teaching, learning, scholarship, and creativity.
5. Support students, faculty, and staff with the resources necessary to ensure equitable student success.
6. Be responsive to the educational and workforce needs of our local communities and businesses.
7. Demonstrate equity-minded collaboration with all stakeholders in decision making.
8. Manage all resources in a manner that is equitable, sustainable, and responsible.

The mission is reviewed and evaluated on a regular basis and revised as needed.

Reference: Sierra College Board Policy 1200

Sierra College Commitment

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

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

In order to ensure Sierra College is meeting its promise, the college regularly reviews the progress of our students (https://www.sierracollege.edu/about-sierra-college/planning-and-governance/student-learning-outcomes-slos/#Student-Learning-Outcomes-and-Results-by-Program) through assessing learning outcomes and monitors to ensure that students, regardless of background, are achieving their educational goals (https://www.sierracollege.edu/academics/interest-areas/).

Student Learning Outcomes

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

Institutional Outcomes

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

Communication

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

Technology and Information Competency

1. Demonstrate Technical Literacy—Efficiently and accurately use current computer and other relevant technologies to acquire, process, and present information. Organize and maintain records.

2. Apply Technology—Use computer applications and other technologies in the learning process, real-world scenarios, and the workplace. Organize and maintain records.
3. Access Information—Recognize the need for information; choose and narrow topic. Formulate search questions. Gather, organize, and discriminate among various sources of information.
4. Evaluate and Examine Information—Filter information for relevance and accuracy. Apply criteria to determine credibility. Utilize data gathered to draw conclusions. Construct meaning from expanding and conflicting information. Credit sources according to academic standards.

Critical and Creative Thinking

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

Citizenship

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