

RESOLUTION 1:

Support of Faculty Primacy in the Development and Assessment of Student Learning Outcomes and in Their Use to Improve Student Learning and Program Effectiveness

WHEREAS, The professional duties and responsibilities of faculty include evaluation of student performance and evaluation and revision of courses and programs (*AFT Contract 2006-2009 Appendix D*);

WHEREAS, The Academic Senate of Cañada College maintains the primary, active and essential role of faculty in the development and use of SLOs; the SLO Assessment Cycle is not intrusive on the principle of academic freedom or the professional rights of faculty under the 10+1 agreement (*Instructional SLOAC Philosophy Statement for Cañada College, 2005*);

WHEREAS, Cañada College lists as one of its strategic goals to “Base all curricular and programming decisions on data driven strategies;” (Goal 1, *Educational Master Plan of 2008-2012*)

WHEREAS, Cañada College identifies the assessment of institutional SLOs as a tool for improving effectiveness in teaching and learning (Strategic Direction 1, *Educational Master Plan of 2012-15*);

WHEREAS, The California Education Code §70902 (b) (7) makes direct reference to “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;”

WHEREAS, The 2002 Accreditation Standards of ACCJC require that colleges incorporate measurable student learning outcomes at the course, program, degree and institutional levels;

WHEREAS, The Academic Senate for California Community Colleges maintains that “outcomes assessment is a productive activity that can improve teaching practices and thus enhance student learning,” and that “faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students” (*Guiding Principles for SLO Assessment, 2010*);

WHEREAS, the development and assessment of student and program learning outcomes does not infringe upon Academic Freedom as such is defined by the *1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* (AAUP Policy Tenth Edition 2006);

RESOLVED, That the Academic Senate of Cañada College maintains that the development and assessment of student and program learning outcomes falls under the purview of the faculty;

FURTHER RESOLVED, That the Academic Senate of Cañada College maintains that the processes established for assessment of student and program learning outcomes should be designed to empower faculty to improve their professional abilities as educators and to encourage meaningful collegial dialogue about improving student learning and program effectiveness.

**RESOLUTION 2:
Support of Publication of Student and Program Learning Outcomes**

WHEREAS, The values of Cañada College include student success, accountability and transparency (*Educational Master Plan of 2012-15*);

WHEREAS, “SLOAC provides improved feedback, guidance, and mentoring to students in order to help them better plan and execute their educational goals” (*Instructional SLOAC Philosophy Statement for Cañada College, 2005*);

WHEREAS, When academic standards and expectations are made transparent, students have a clear understanding of what is required of them in order to attain a desired level of academic success;

WHEREAS, Many students experience greater motivation to learn when they understand how a course or program may benefit them and further their educational and professional goals;

WHEREAS, Student Learning Outcomes are a binding part and driving force of what is taught since faculty are required to follow the principles of the course outline of record, but faculty retain academic freedom in HOW they help students to achieve the SLOs;

WHEREAS, Recognition and implementation of specified student learning outcomes ensures that a student taking any section of a course will be expected to achieve the same fundamental outcomes, regardless of the method of instruction utilized;

WHEREAS, The Academic Senate for California Community Colleges supports the alignment of SLOs from the course level upward through the program and institutional level (*Guiding Principles for SLO Assessment, 2010*);

WHEREAS, Standard II.A.6 of the 2002 Accreditation Standards requires that the college “describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline;”

WHEREAS, In its *Rubric for Evaluating Institutional Effectiveness - Part III: Student Learning Outcomes*, ACCJC requires that “students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled;”

RESOLVED, That the Academic Senate of Cañada College strongly encourages all faculty to promote transparency and accountability by including student learning outcomes in their course syllabus and supports the publication of learning outcomes for programs in the Cañada College Catalog and on the Cañada College website.

RESOLUTION 3:

Opposition to the Use of Student Learning Outcome Attainment in Faculty Evaluation

WHEREAS, The evaluation of faculty is a contractual issue whose process is governed by the Collective Bargaining Agreement between the SMCCCD and the faculty, represented by the San Mateo Community College Federation of Teachers, AFT 1493;

WHEREAS, Standard III.A.1.c of the 2002 Accreditation Standards states, “Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes;”

WHEREAS, Varying and conflicting interpretations of Standard III.A.1.c have caused concern among faculty and institutions and have not been clarified by the “Questions to Use in Institutional Evaluation” provided by the ACCJC *Guide to Evaluating Institutions*, 2011;

WHEREAS, The Academic Senate of Cañada College declared that SLOAC will not be used “punitively or as a means of determining faculty or staff salaries or rewards” (*Instructional SLOAC Philosophy Statement for Cañada College*, 2005);

WHEREAS, The Academic Senate for California Community Colleges states that “using SLOs as a basis for faculty evaluations (III.A.1.c) demonstrates an egregious disregard for local bargaining authority and interjects a threatening tone into what the ACCJC claims is a collegial peer process” (*The Accreditation Standards: Implementation*, 2004);

WHEREAS, The Academic Senate for California Community Colleges affirmed its “opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations,” and declared its intent to work with ACCJC “to ensure that accreditation recommendations do not use student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom of individual faculty members” (Resolution 2.01, 2008);

RESOLVED, That the Academic Senate of Cañada College affirms that the attainment of student learning outcomes should not be used as an aspect of individual faculty evaluation;

FURTHER RESOLVED, That the Academic Senate of Cañada College will work with the ACCJC and with other concerned statewide faculty organizations to ensure that accreditation recommendations do not use student learning outcomes in any manner that would undermine either local bargaining processes or the academic freedom of individual faculty members.

RESOLUTION 4:

Support for the PETF to Address the ACCJC Requirement Pertaining to the role of SLOAC in Faculty Evaluation

WHEREAS, The evaluation of faculty is a contractual issue whose process is governed by the Collective Bargaining Agreement between the SMCCCD and the faculty, represented by the San Mateo Community College Federation of Teachers, AFT 1493;

WHEREAS, The faculty of Cañada College are committed to the development, use and assessment of student learning outcomes and program learning outcomes as a means of improving student learning and program effectiveness (*Instructional SLOAC Philosophy Statement for Cañada College, 2005*);

WHEREAS, Standard III.A.1.c of the 2002 Accreditation Standards states, “Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes;”

WHEREAS, The Academic Senate of Cañada College is opposed to including the attainment [emphasis added] of student learning outcomes as an aspect of individual faculty evaluations;

WHEREAS, Reflection and self-assessment practices are hallmarks of good educators, and evaluation and revision of curricula and programs fall under the purview of faculty;

RESOLVED, That the Academic Senate of Cañada College supports the Performance Evaluation Task Force in developing an effective and legal method to address the ACCJC requirement pertaining to faculty evaluation and student learning outcomes.