

MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between the SAN LUIS OBISO COUNTY COMMUNITY COLLEGE DISTRICT ("District"), the CUESTA COLLEGE FEDERATION OF TEACHERS, AFT Local 4909 ("Federation").

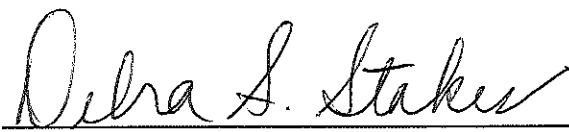
TERMS

The District and the Federation have agreed to allow reassigned time as follows for the Cuesta College SLO Assessment Co-Coordinators (job description attached) for the 2014-2015 academic year:

1. Roland Finger will work 30% reassigned time pursuant to the recommendation of the Academic Senate Council (ASC).
2. The duties and responsibilities are outlined in the attached position description.
3. The terms of the MOU are non-precedential and do not create any historic practice.

By their signatures below, the signatories certify that they are the authorized representatives of either the District or the Federation and that any and all actions necessary for the parties to ratify and accept this MOU as a binding agreement have been completed in the manner required by that party. Upon the affixing of the signatures below, this MOU is entered into without the need for further ratification and acceptance.

ACCEPTED AND AGREED TO:



Debra Stakes, President
CUESTA COLLEGE FEDERATION OF TEACHERS, AFT Local 4909

June 11, 2014
Date



Gilbert H. Stork, Ed.D.
Superintendent/President
CUESTA COLLEGE COUNTY COMMUNITY COLLEGE DISTRICT

6/18/2014
Date

Position Description

CUESTA COLLEGE SLO ASSESSMENT CO-COORDINATORS

60% Reassigned Time (30% for each co-coordinator)

DEFINITION

Under the general direction of the Assistant Superintendent/ VP of Academic Affairs and the Academic Senate, and in collaboration with Institutional Research and the SLO Assessment Committee, the faculty SLO Assessment Co-Coordinators will work as a team to provide leadership and guidance to division faculty in the following areas: the production of course and program-level Student Learning Outcomes (SLOs) and assessment plans; course and program-level assessment mechanisms; the establishment of course and program-level SLO assessment cycles; the development, alignment and assessment of Institutional Learning Outcomes (ILOs); and the development of faculty professional development activities related to SLO production, SLO assessment, and the use of assessment data to improve programs.

DISTINGUISHING CHARACTERISTICS

Performance of duties requires: a working knowledge of Student Learning Outcomes (SLOs) and assessment mechanisms, methods, and best practices; a working knowledge of ACCJC's SLOA requirements and standards; the ability to complete tasks and processes independently in accordance with timelines; and the knowledge of Academic Senate policies in areas of academic and professional matters, curriculum, institutional program planning & review processes and templates, and related district policies. In addition, the faculty SLO Assessment Co-Coordinators should have a working knowledge of the organizational structure of the college and the importance of maintaining confidentiality. The core of assessment is instruction, which is faculty driven, and the faculty SLO Assessment Co-Coordinators are meant to provide support to Cuesta's teaching and non-teaching faculty in the production and assessment of course and program-level SLOs. The faculty SLO Assessment Co-Coordinators will have the ability to plan, organize, problem-solve, communicate, and facilitate tasks and processes in accordance with timelines. The faculty SLO Assessment Co-Coordinators will serve as the leaders for the development, implementation, and assessment of the processes and policies regarding student learning outcomes assessment and will work collaboratively with the Academic Senate, the Vice President of Academic Affairs, and the Office of Institutional Research.

ESSENTIAL FUNCTIONS

- Divide essential functions of the position equitably with the other Co-Coordinator;
- Collaborate as a team with the other Co-Coordinator to perform essential functions of the position;
- Co-chair and represent the recommendations of the SLOA Committee to the Academic Senate with the other Co-Coordinator;

- Work under the conditions of the Principles Statement on Student Learning Outcomes and Assessment;
- Assist discipline faculty in their production of Student Learning Outcomes (SLOs) and completion of assessment cycles for each course and program;
- Assist divisions in their use of assessment data to improve program-level curriculum and/or pedagogy;
- Report progress/status of SLO Assessment issues to the Academic Senate and the Vice President of Academic Affairs;
- Establish, in collaboration with the SLOA Committee, annual assessment cycles for academic program SLOs and alignment with ILOs;
- Support the implementation of the Course Program Assessment Summary (CPAS) process for ACCJC Reporting in 2012;
- Make recommendations for program and/or institutional level SLO/Assessment mechanisms to the Academic Senate for approval and to the Vice President of Academic Affairs;
- Work collaboratively with the Office of Institutional Research to assist discipline faculty in the compilation and evaluation of course and program-level SLO/Assessment data;
- Provide assistance to discipline faculty in the development of plans for improvement based on assessment data;
- Promote best practices in course and program-level SLO production and assessment;
- Provide annual feedback to the Institutional Program Plan and Review (IPPR) and Institutional Effectiveness Committees regarding the integration of SLO assessment, program review, and budget development;
- Assess the technical assistance needs of faculty and address these needs by organizing and/or providing faculty professional development activities related to SLO/Assessment development, assessment, and use of assessment data;
- Serve as a resource to the college to meet and sustain ACCJC's SLOA standards and requirements;
- Make requests, in collaboration with the SLOA Committee and the Faculty Professional Development Committee, to the Office of Academic Affairs to bring speakers and produce workshops to educate the college community about SLO and SLO Assessment matters; and
- Serve as a SLO Assessment resource for the Accreditation Steering Committee.

MINIMUM QUALIFICATIONS

EDUCATION:

Required – Master's degree.

EXPERIENCE:

Required - At least 3 years or six semesters of experience as a Cuesta College faculty member; or any equivalent combination of education and experience.

DESIRABLE QUALIFICATIONS

KNOWLEDGE OF:

- Current Best Practices in Student Learning Outcomes development and assessment;

- SLOA Accreditation Standards and requirements;
- SLO Assessment practices and methods (including assessment cycles);
- Institutional Practices (i.e. IPPR Template, APPW, CPPR, CPAS);
- Quantitative and qualitative research methodologies including statistics, surveys, experimental methods and techniques, and other research methodologies;
- Principles of report writing;
- Current technologies, personal computer, and associated office software such as word processing, spreadsheet, presentation;
- Correct usage of English, grammar, spelling, punctuation, and vocabulary;
- District policies and procedures; and
- Possess an understanding, sensitivity, and commitment to meeting the needs of diverse academic, socioeconomic, cultural, and ethnic student/community population and interpersonal skills using tact, patience, and courtesy.

ABILITIES:

- Ability to write research reports and communicate key findings effectively;
- Ability to operate a computer and perform functions on current software programs; and
- Ability to communicate/collaborate well with others.

Revised: 01/27/2012