

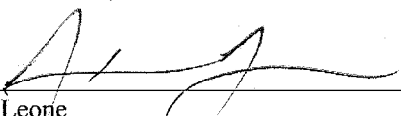
Principles Statement on Student Learning Outcomes and Assessment

Fundamental to the mission of Cuesta College is a commitment to quality education and the promotion of student success. To attain these objectives, student learning outcomes are produced and assessed to plan improvements to our courses, programs and institutional effectiveness.

As we establish institutional SLOA processes to plan and implement strategies for successful student learning, we affirm the following principles as essential to the professional rights and responsibilities of faculty and the effective shared-governance of the College. Accordingly, the Academic Senate of Cuesta College, the Cuesta College Federation of Teachers (CCFT), and the administration of Cuesta College join in affirming the following principles:

- (1) Academic Freedom is a bedrock principle in higher education, as has been recognized and embraced by the American Association of University Professors, the Academic Senate for the California Community Colleges, Cuesta College Academic Senate, American Federation of Teachers, California Federation of Teachers, Cuesta College Federation of Teachers, and the Community College League of California. In acknowledging both the core value of academic freedom and that faculty are the subject matter experts in their fields of expertise, we affirm that Student Learning Outcomes (SLOs) assessment must be faculty driven. This approach to SLO Assessment as a faculty-driven process will guide the policies on the use and assessment of course and program-level SLOs produced by the faculty.
- (2) Faculty shall have responsibility for development of the SLOs, methods, instruments and standards of assessment for instructional courses, programs and degrees, and department faculty shall maintain full control over any dissemination of the assessment data and results. Faculty shall have the full authority to store assessment data in a location determined and accessed by the division and/or department faculty only.
- (3) It shall be the responsibility of the administration to provide adequate support and funding of SLOA training and professional development.
- (4) The purpose of SLOA is to provide the basis to plan improvements, and hence, no initiatives to change this purpose shall be undertaken without full agreement of the Academic Senate and CCFT.
- (5) Institutional procedures for the implementation of SLO assessments shall not be mandated without full participation and, when appropriate, consent of the Academic Senate and CCFT.
- (6) Faculty will not be evaluated on students' achievement of SLOs, the results of SLO assessments, or the methods used to assess SLOs.
- (7) SLOs or SLO assessment results shall not be employed as an indicator for program revitalization, suspension, and/or discontinuance.
- (8) Workload issues arising from the production of SLOs and the implementation of SLO assessments and reporting will be resolved through the collective bargaining process.
- (9) Faculty rights as established in these principles, the law, and the collective bargaining agreement will be protected, and faculty are advised to inform CCFT and the Academic Senate of any SLO Assessment activities or procedures which they perceive may erode their rights, especially those that may:
 - a. increase the workload of the individual faculty member beyond what has been established by the collective bargaining agreement or Education Code;
 - b. impact the evaluation of faculty, and/or their programs;
 - c. affect the allocation of resources in such a way that the terms and conditions of the faculty member's employment are changed in any manner.

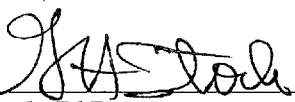
SIGNED on May 18, 2010:



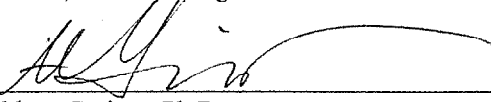
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