

Cañada ASGC Resolution: 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.