**District Recommendation 1 (Compliance)**

In order to meet the Standard, the teams recommend the District include use of the results of assessment of learning outcomes to improve teaching and learning as a formal component of the evaluation processes for faculty, academic administrators and other personnel directly responsible for student learning. (III.A.6)

District response:

The assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs on a rotational basis, such that all courses are assessed within a five-year period. The assessment data are entered into TracDat, which is the VCCCD approved SLO assessment software. Reports are generated and the results are used to create initiatives to improve student success in the courses and programs that are submitted to the Program Review Committee. Once the initiatives are implemented, faculty members reassess the SLOs to see if the initiatives brought a higher level of student attainment.

As part of the annual program review process at each college, every instructional and student service program is required to assess and evaluate its student learning outcomes. All faculty and staff are expected to participate in course and program Student Learning Outcome (SLO) assessment as required by their department assessment cycle. The results of this assessment, along with changes made to improve their programs are documented in TracDat mentioned above.

Further, as part of the colleges’ integrated planning process, program plans require departments to document their SLO assessment and changes that their program made to improve course or program effectiveness. SLO assessment data is also tied to resource requests to ensure they are data driven. The program planning process is one method by which programs, and the faculty and staff within them**,** evaluated in terms of how results of SLO assessment are being used to improve teaching and learning. During program review, programs discuss their assessment results and course program improvements with the college’s Chief Instructional Officer, Chief Business Officer and Academic Senate President.

Student learning outcomes are linked to the course outlines of record in CurricUNET, as well as syllabi. Within the faculty evaluation process, syllabi are reviewed by division deans to ensure that faculty members are consistently informing students of the SLOs and that the course content and evaluation measures are consistent with the official course objectives and SLOs.

Within the District, faculty evaluation is a collective bargaining issue, and the process and criteria for evaluation are outlined in the Agreement between the Ventura County Community College District (hereafter VCCCD) Moorpark, Oxnard, Ventura and Ventura County Federation of College Teachers AFT Local 1828, AFL-CIO (hereafter AFT) July 1,2013 through June 30, 2016 .

According to the current agreement cited above, faculty are required to participate in the assessment of learning outcomes and use results to improve teaching and learning, as discussed in Accreditation Standard II, Student Learning Programs and Support Services. This participation is reflected in the Administrator and Peer Evaluation Form for Contract Tenured Faculty that must be completed by each member of the evaluation committee. *See Appendix D, Form A2, Administrator and Peer Evaluation Form for Contract Tenured Faculty attached hereto and incorporated by reference.*

Within the components of the above referenced *Administrator and Peer Evaluation Form for Contract Tenured Faculty,* each faculty member being evaluated is required to provide their evaluation committees with materials demonstrating course preparation and adherence to course outlines. The evaluation committees consider these materials as one of the evaluation components, along with the student evaluations of teaching effectiveness and direct observation both in and out of the classroom. Through the Faculty Handbooks, faculty members have been advised of the requirement to list student learning outcomes (SLOs) on their course syllabi. The faculty evaluation process also requires the peer evaluators to assess the degree to which the person being evaluated uses effective teaching techniques, engages students in the lesson observed, and measures student performance in fair and valid ways.

The faculty members at each of the three colleges within the District are aware that participation in assessment of SLOs is required and must be listed on all course syllabi. Syllabi review is a required component in the faculty evaluation process. Discussions of and concerning the assessment of student learning outcomes (SLOs) and the use of results are a part of the department and division meetings. These are appropriate occasions in which to discuss how the SLO assessment can provide the tools to improve teaching and learning. These discussions provide an effective opportunity to support individual faculty as well as administrative and student services staff in their efforts to improve student learning and success.

Currently, there is no formal component for SLO assessment in the Administrator and Peer Evaluation of Contract Tenured Faculty, but future collective bargaining efforts with AFT and the Service Employees International Union Local 99 (hereafter SEIU), the collective bargaining agent for classified personnel, may result in making SLO assessment data a formal component of the evaluation processes for faculty and other personnel directly responsible for student learning within the District. Until then, deans and department chairs do routinely discuss participation in the course and program SLO process with all faculty and work to ensure faculty use the results of the assessment of learning outcomes to improve teaching and learning.

Analysis and Evaluation:

Student learning is the result of the collective and collaborative efforts among a program’s faculty rather than an individual faculty member. In the case of VCCCD, the assessment of SLOs is an ongoing process. SLOs are assessed at the course level, program level, and institutional level. Faculty members within a department or program collaborate on the design and implementation of SLO assessment instruments and rubrics and assess student performance relative to SLOs for each course offered in their programs.

While not a formal component of the current evaluation of Contract Tenured Faculty and other personnel directly responsible for student learning, all faculty and classified staff are expected to participate in their course and program SLO assessment as required by their department assessment cycle. The end result is that faculty members and classified personnel recognize the value and importance of SLO assessment in improving teaching and learning and creating a culture of student success throughout the District.