

## **Faculty Requirements for Student Learning Outcomes**

The following first two pages are extracts from the latest faculty contract (as of 06 November 2011) that discuss Student Learning Outcomes (SLOs) as part of the faculty evaluation process. The contract does not specifically say that the SLOs must be part of the syllabus. The last two pages are pages 10–11 from the BC Faculty Handbook where the requirement for SLOs in the syllabus is given.

## Article 6 (continued)

minute presentation in the Pre-Observation Meeting. The items included should help to showcase the faculty member's progress and achievements since the last evaluation.

### Mode A year 1 –

Required in the portfolio:

- Goals for professional growth  
(See bullets for professional accomplishments below)
- Teaching and/or service philosophy
- Syllabi for courses taught in the current semester
- Samples of assignments/assessment activities for each learning environment that will be evaluated

### Mode A years 2, 3, 4 and Mode B –

Required in the portfolio:

- Professional accomplishments  
A brief statement about what you have contributed or gained by your campus/district service in any of the following areas:
  - In-class teaching/counseling/support service.
  - Curriculum review/development (e.g., development of courses, programs and/or instructional processes)
  - Educational research activity
  - Community work (e.g., speeches to community groups, formal assessment of community needs)
  - Articulation with feeder schools and four-year institutions
  - Recruitment of new student populations
  - On-campus committee work
  - Management responsibilities (e.g., service area coordinator, division/department chair, supervisor of aides)
  - Significant community and professional service (e.g., school board member, journal editor, officer of professional society)
  - Participation in job placement, on-campus activities and professional service
  - Other
- Goals for professional growth  
(See bullets for professional accomplishments above)
- Teaching and/or service philosophy
- Syllabi for courses taught in the current semester
- Samples of assignments/assessment activities for each learning environment that will be evaluated
- A brief narrative summarizing your student learning outcomes and assessment strategies. Your portfolio should reflect your unique contributions.

- b. Instructional Materials Review (form D; instructional faculty only): Review of the evaluatee's submitted instructional materials, which must include current course syllabi,

Article 6 (continued)

b. **Evaluee** will:

- Select one (1) tenured faculty member for the evaluation team,
- Prepare the portfolio
- Provide their Educational Administrator with the following prior to the Pre-Observation Meeting:
  - Professional accomplishments
  - Goals for professional growth
  - Teaching and/or service philosophy
  - Syllabi for courses taught in the current semester
  - Samples of assignments/assessment activities for each learning environment that will be evaluated
  - Discussion of student learning outcomes and assessment strategies
- Provide course materials for evaluation
- Arrange observations for all assignments
- When appropriate, send out faculty service survey to individuals the evaluee chooses, with instructions to return the form to the Educational Administrator for inclusion in the evaluation packet

D. Types

1. **Comprehensive Evaluations** involve a representative committee and a wide range of evaluation instruments and components, as indicated in Article 6.C.2 and the **Checklist** in Article 6 Appendix. Comprehensive evaluations shall not be replaced by a brief evaluation.
2. **Brief Evaluations**, for Mode B faculty only, include a smaller committee with a narrower range of evaluation instruments. Components to be used are the Portfolio and Student Evaluations. Forms to be used are indicated in the Checklist in Article 6 Appendix. The committee meets with the faculty member, conducts student evaluations in every student contact assignment, and completes the Evaluation Team Summary. The Educational Administrator completes an administrative assessment report. A faculty member who wishes to focus his or her brief evaluation on a particular project may indicate this in the self evaluation portion of his or her evaluation. A faculty member may elect to replace a brief Mode B evaluation with a comprehensive Mode B evaluation.

E. Faculty Categories

1. **Non-tenured faculty** shall be evaluated in accordance with the Mode A evaluation process, annually for the first four years. When a contract faculty member has not served seventy-five percent (75%) or more of the annual load in the first year of employment, or fifty percent (50%) or more of the annual load in the second year of employment, the faculty member's evaluation shall be extended.
2. **Tenured faculty** shall be evaluated in accordance with the Mode B evaluation process every three (3) years. Tenured faculty whose Comprehensive Mode B evaluation is less than satisfactory may be evaluated in accordance with Mode C.

## ***Office Hours***

Office hours need to be posted on your office door/board. Full time faculty members are required by contract to conduct five (5) office hours each week, to be scheduled for the convenience of students. Adjunct faculty are not required to conduct office hours.

Your schedule (which includes the day and time each class meets along with your office hours) is also submitted each term to your Department Chair and Dean.

## ***Academic Freedom***

As discussed within the collective CCA Bargaining Agreement, education in a democracy depends upon earnest and unceasing pursuit of truth and upon free and unrestricted communication of truth. As such, faculty members shall be free to exercise academic freedom, including freedom of investigation, freedom of discussion in the classroom, freedom to select texts and other instructional materials, freedom of assignment of instructional exercises, and freedom of evaluation of student efforts. It is imperative that faculty members acknowledge that in the exercise of academic freedom they have a responsibility to be accurate and comprehensive in making reports, to be fair-minded in making interpretations and judgments, to respect the freedoms of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject-matter specialists and opinions made as private citizens.

The College recognizes the fundamental right of faculty members to be free from any censorship or restraint, which might interfere with each faculty member's obligation to pursue the truth and maintain intellectual integrity in the performance of routine teaching functions. The faculty must take great care not to infringe on anyone's academic freedom or intellectual property. This includes the careful use of materials to be reproduced for classes and the respectful observance of all intellectual property rights including the copyrighting of materials.

## ***Student Learning Outcomes (SLO)***

It is the responsibility of faculty members to ensure that any course they teach conforms to the approved curriculum for that course. The Chair of your department will provide a copy of the approved elements for each course as determined by the College Curriculum Committee. This information will include such elements as the course content outline, course goals, Student Learning Outcomes (SLO's) for the course, specific writing requirements (if applicable), and other requirements for testing and evaluation (if any have been specified for the course). The remainder of the course elements is to be determined at the discretion of the faculty member.

If you need a copy of the approved course outline for any course you are teaching, speak to your Chair and/or Dean.

## **Syllabus**

The course syllabus constitutes a contract between the student and the faculty member. As such, the faculty member should be careful to be both clear and specific as to what is expected of the student in the course and of what the student may expect from the faculty member. In this manner the syllabus will determine the rights and duties of both the student and the faculty member. The syllabus should minimally include the following elements:

- Name of instructor/Contact information (Office phone number/email address)
- Course objectives/Student learning outcomes
- Course content outline
- Weekly schedule of assignments
- Required textbook
- Performance evaluation methods
- Course grading
- Attendance policy
- Office hours/Office location
- Availability of tutoring
- Services/Accommodations available for students with disabilities

### **Syllabus Statement for Students with Disabilities**

The most current statement recommendation can be located on the Bakersfield college website. Go to student services tab. Click on Disabled Student Programs and Services (DSP&S). The link to the statement is at the bottom of the page.

### **Syllabus Statement Recommendation for Delano Campus:**

"Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services (661-720-2000), Delano Campus, Room 1001, as soon as possible to better ensure such accommodations are implemented in a timely fashion."

### **Syllabus Statement Recommendation Solely for Interactive Video Classes:**

"Students with disabilities who are in need of live captioning in this Interactive Video Class are encouraged to contact Distance Learning (661-395-4694) as soon as possible to better ensure such accommodation is implemented in a timely fashion. Please contact Disabled Student Programs & Services located at Student Services Building, 1st Floor, Counseling Center (661-395-4334) for all other accommodation requests."

*Please feel free to contact us at 395-4334 for more information or assistance.*