At the April 8, 2013 meeting of the College of the Sequoias Board of Trustees, the College of the Sequoias Teachers Association ("COSTA") presented an initiative authorizing a Pilot Program receptive to the recommendations of the Accrediting Commission for Community and Junior Colleges ("ACCJC") that student learning outcomes ("SLO’s") be included in the faculty evaluation process.

As part of this Pilot Program, COSTA stated that as long as actual data derived from SLO assessments cannot be used to evaluate faculty performance, members of the faculty will confirm participation in SLO assessment cycles by recording such participation on the Faculty Evaluation Page as an additional element of professional development. COSTA further assented to including the following acknowledgement on the Faculty Evaluation Page:

**Pilot Program Professional Development Contribution**

[For all Faculty]: Participates in the Student Learning Outcomes Assessment Cycle.

[For Classroom Faculty]: Includes SLO’s on class syllabi.

According to COSTA, while SLO’s impact mandatory subjects of bargaining such as employee evaluations and workload of its Master Agreement, and because the Association and the District are not currently engaged in negotiations, the Pilot Program is not intended to be a contract proposal. Instead, COSTA has authorized the Pilot Program as an interim measure designed for the limited purpose of addressing ACCJC’s recommendations until the issues addressed in the Pilot Program are negotiated between the parties consistent with the requirements of the Educational Employment Relations Act ("EEERA"), Government Code § 3540 et seq.

Based on the foregoing, and consistent with its commitment to address the ACCJC’s recommendations, the District hereby elects to simultaneously authorize the implementation of the interim Pilot Program as described above.

With respect to the implementation of the interim Pilot Program, the District and COSTA understand and expressly acknowledge that nothing stated in the COSTA’s April 8, 2013 memorandum, or in this memorandum from the District, shall constitute a waiver or abrogation of either party’s rights under the EEERA, the parties’ Grievance Procedures, or any other applicable provision of law or contract.

Dated: 4.25.2013

Dated: 25 April, 2013
To: College of the Sequoias Board of Trustees  
From: COSTA Executive Board  
Date: 8 April 2013

Re: **Pilot Program** Student Learning Outcomes (SLOs)

**Preamble:** The issues of Student Learning Outcomes, their assessment, and the inclusion of SLO components in the faculty evaluation process have been recommended by the ACCJC as an area in which the College of Sequoias has deficiencies that must be addressed in order to achieve full compliance with the accreditation commission’s standards.

As the elements of SLO’s incorporate mandatory subjects of bargaining (i.e. evaluation and workload) and whereas the parties are not currently in collective bargaining, COSTA authorizes the below interim Pilot Program to deal with the requirements of the ACCJC up to, and until, such time as the issues can be incorporated into the Collective Bargaining Agreement through the normal negotiations process. We believe that when the legally mandated collective bargaining process formally begins again these issues can be easily incorporated into the Agreement between the parties.

While this pilot program is not a contract proposal, COSTA believes that the following initiative should alleviate the concerns of ACCJC and provide evidence that the issues are being addressed and vetted by both COSTA and the District. To that end, it is COSTA’s hope that the District will give this initiative its full consideration and direct the administration to fully explore and discuss the concepts presented herein.

**This Pilot Program** answers the need for continued and uninterrupted operation of the District—which is the paramount consideration—and it also emphasizes that faculty, above all, seek to be effective teachers and scholars. As such, faculty maintains its right to determine the amount and character of the work they do with regard to their responsibilities to the District. Faculty recognizes the effect of its decisions on programs of the District and wishes to make this process as fair and humane as possible during this arduous and stressful time of ACCJC evaluation.

Faculty acknowledges that the future viability of the District could be at stake as a result of the accreditation process, and that is why we offer this pilot program. Furthermore, faculty accepts its professional responsibilities, which include service to the institution, service to the students, service to the community, as well as professional development, as necessary parts of any faculty member’s job.

It is the intent of this Pilot Program to engage in the elimination of the “Show Cause” aspect of SLOs. As part of this Pilot Program, faculty agrees to deploy SLOs. Faculty also stipulates that the actual data derived from SLOs assessment cannot be used as part of faculty evaluations, but faculty will indicate its participation in assessment
cycles by recording it on the Faculty Evaluation Page as an additional element of professional development. Further, the assessments are to be acknowledged using the following statement on the Faculty Evaluation Page:

**Pilot Program Professional Development Contribution**
(For all faculty): Participates in the Student Learning Outcomes Assessment Cycle (for classroom faculty, includes SLOs on class syllabi).

After researching other institutions' successful responses to similar ACCJC requests for their accreditation packages and legal affirmation, the Association—in authorizing this pilot program—believes the District and COSTA achieve a compelling solution for compliance with the commission's petition until such time as collective bargaining resumes.

It is the intent that this initiative, while addressing the concerns enumerated by the ACCJC, will improve and enhance the campus climate and collegial governance.