

*Approved by the Board of Governors September 2011.*

Following is a detailed description of how instructors fulfill their duties related to several of the areas of responsibility outlined above. Questions concerning instructional duties and responsibilities should be directed to the Academic Dean or Program Director.

## **Responsibility for Teaching & Learning**

Instructors are expected to thoroughly plan for each class meeting and to ensure that content is delivered in an appropriate sequence and is aligned to the learning outcomes for the course. A variety of instructional strategies and techniques should be used to meet the diverse learning styles represented in **SJVC's** student population. Instructors are expected to foster a learning environment in their classrooms to ensure student engagement.

In an accelerated learning environment, it is critical that students grasp the content presented during each class. As such, instructors should regularly check for understanding of the content and provide follow-up activities and lessons for any necessary reinforcement of the subject matter.

## **Responsibility for the Assessment of Student Learning**

Instructors are expected to actively engage in the assessment of student learning and use the results to identify potential improvements to courses and programs. The College's position on the assessment of Student Learning Outcomes (SLOs) is set forth in the Assessment Statement provided below.

### **SJVC Assessment Statement**

**Philosophy:** Assessment is an ongoing process which ensures the entire organization continually evaluates and reflects upon contributions to the development of a qualified career candidate.

**Purpose:** The assessment process is used to continually guide, analyze and improve student learning, and for resource allocation and support services to align the organization with the **SJVC** mission statement.

**Principle:** Assessment is student-focused, faculty/staff driven, outcome-based and follows the six-step cycle of continuous quality improvement:

1. Define and refine learning/service outcomes
2. Plan and provide learning/service opportunities

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3. Assess outcomes using a variety of methods
4. Collect and analyze assessment data results
5. Make institutional improvements based on assessment data results
6. Close the loop – re-evaluate

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## **Student Learning Outcomes**

Instructors are required to have a thorough understanding of the SLOs identified for their assigned courses and programs as well as the ILOs. Instructors are responsible for aligning lessons and learning activities to outcomes in order to provide engaging opportunities for students to master SLOs.

### **Common Assessments**

To measure the level of student achievement of SLOs, instructors must be knowledgeable about all of the common mastery assessments identified for their assigned courses. Throughout the duration of the course, instructors are required to administer each of the common assessments for their courses through the College's Learning Management System.

### **Use of Assessment Data**

Instructors are required to analyze SLO success data upon the completion of each course. This analysis should lead to the identification of classroom specific improvements to enhance student learning.

Instructors are also expected to participate in campus and institution-level analysis of student learning. Every six months, instructors will have the opportunity to participate in campus meetings facilitated by the Academic Dean or Director of Assessment to discuss and analyze SLO data. Institutional-level data analysis is part of the program review process.

## **Responsibility for Program Improvement**

The College relies upon its faculty to contribute to the continuous improvement of courses and programs. Following is a description of the primary mechanisms established for this purpose:

**Program Review:** Every three years, each academic program undergoes a rigorous program review. This outcomes-based, inquiry process involves the analysis of student learning and achievement data by program and other stakeholders. Evidence-based plans for improvement that arise from this process are given significant