

**Open Dialogue Session**

May 31, 2012

12:50-1:50 (ST 107)

**Attendees:**

- Dr. Gail Zwart –

was made that faculty are doing assessment all the time whether they are grading papers, assignments or tests. Assessment must have a connection to SLOs which grading may or may not address. Faculty are constantly involved in evaluation of students, but assessment involves a connection to SLOs and communication of results in the form of a report or summary. For the purposes of accreditation, if this is not happening, then assessment is not occurring. Also, if this type of assessment is not occurring, then it could affect resource allocation on program review.

Next issue was on the definition of institutional-level student learning outcomes (ILOs). There is not anything out yet from ACCJC or other relevant literature that is definitive on this issue. There is some debate statewide as to whether general education SLOs are synonymous with ILOs. There is also the idea that ILOs are the goals identified in the educational master plan (success rates, basic skills progression, etc). Concerns were expressed on whether success or pass rates actually correspond to mastery of course content. How is it determined what levels are acceptable for passing a class? It was brought up that this actually argues in favor of assessment of student learning across a course, instead of only focusing on a single section (or instructor) in a multi-section course.