

Student Learning Outcomes Committee - Minutes
February 20, 2024
2:30 pm – 4:00 pm
Main Campus (Math 114), Chico Center (134)

- I. Call to Order
 - A. Present: Lisa Christiansen, Lia Deromedi, Laurel Hartley, Randy Fukumoto, Monica Brown, Andrea White, Suzanne Wakim, Dan Barnett
- II. Approval of Agenda-all
- III. Approval of Minutes-all
- IV. Public Comments- Mention of new Bookstore changes to Follet-faculty input is needed and should be solicited in determining these processes. Suggest an oversight committee for the Follet processes to make sure our students are not being taken advantage of. Pay special attention to the “Inclusive or Equitable Access” link in purchasing text books and how this affects fees for books that students are paying.
- V. Update [Reflection Form](#)
 - A. Added ILO question – verify new format- Format looks good. Discussion on the followup question “would you be willing to share your strategies for supporting this ILO? “ made more specific by adding “for Dialog days”
 - B. Question #15 (in current draft) - “How did you assess this outcome”: possible additional items to list:
 - Workbook or homework problems,-added this
 - Case studies or application assignment-added this
 - 1-on-1 meetings with students (or individual discussions with students) added this
 - Student self-assessment-added this
 - Essays add “or other written work”-Modified these last two.
 - Group projects add “,activities or peer review“
 - C. Question #16 (in current draft) “Are you planning to make any changes to your course next semester? If so, what type of changes?”:
 - These are verbose and confusing.
 - Instead of “develop more” should this be “Revise or add”?-used “develop or revise” for most choices and removed last part of several statements that seemed implied to shorten the choices.

- “formative assessments” □ add “or other scaffolding” (definitely need the term scaffolding)-included this to encompass scaffolding changes
- Add - Revise in-class activities or discussions
- Add – Revise lecture topics-changed to “teaching strategies”
- For instruction materials □ add “or learning resources”

VI. Revise [Bylaws](#)

A. [Draft Document](#) for making changes

B. Do we want to move from Parliamentary Procedures to a [Consensus Model](#)?

- Had to table this to use the new draft templates for these sent out by Jess, and to determine if we are able to use something other than parliamentary procedures and Browns rules.

GE task force update by Suzanne-described the Cal-GETC process for determining what area a GE course should fit under. The form used for determining this has a list of questions used to determine where a course should fit and Butte College is adopting same approach for local GE courses. As a result, no need to develop area specific GE learning outcomes since this form describes them.

New topic introduced- revising the departmental discussion form. A discussion followed on what this is used for? what information do we want from it? How to make it all inclusive for many teaching scenarios, how to really get at program review using this document? **Will add this to the top of the to do list for the next meeting.**

VII. Scheduled tasks for this semester

A. April 2 – Begin working on Dialog Days

VIII. Future tasks

A. Once GE Taskforce has finished work - Revisit GELOs

B. Review Bylaws (must do every year)