

Student Learning Outcomes Committee - Minutes

November 4, 2025

3:30 pm – 5:00 pm

Main Campus (SCI 134), Chico Center (CHC 134)

- I. Call to Order 3:41,
- II. Introductions Shannamar, Andrea, Elizabeth, Leo, Laurel, Kelly, Bob White introduce themselves
- III. Approval of Agenda & Minutes approved by Mar, 2nd by Laurel, Approved by Elizabeth, 2nd by Laurel.

A. [October 7 Minutes](#)

- IV. Public Comments None
- V. Update on [Charter & Bylaws](#) – latest updates are on Academic Senate agenda 11/5
Gone to Academic Senate for approval, Julie goes to Senate
- VI. SLO Assessment Process Revisions
 - A. Bob White and John Dalghren invited to meeting to participate in more discussion
Background: Julie and Bob met, Julie compiled discussion into a link
 - B. [Summary of discussions to date](#), compiled mapping of committee member PLOs to ILOs, summary of feedback received from chairs on the process
We want to improve PLO to ILO discussion, automate tracking, we must document the PLO to ILO discussions and is currently cumbersome. Use AI to spitout learning outcomes. Committee members mapped their PLO to ILO.
Heavy on critical learning to course SLOs to PLOs but some ILOs are hard to map to. I stopped summarizing since I realized that Julie has all this in the link.

John's discussion

Training is important. CTE needs larger view, level 1, 2 and 3 for measurement of outcomes (certificates). Recognize that training is needed to have flexible approach for this process, make it less prescriptive and more relevant.

Julie discussion

She thinks this can reset how we use the SLO discussion form during the department discussion, discuss content of curriculum, how things can be

improved, what's needed, training is needed rather than new forms, use AI to automate the process where possible and offer mechanisms for automated help. Come to GE discussion if you teach GE.

John again

Training to help with SLO and PLO and ILO discussions. Make sure all align. There is no best practice for STEM, CTE, etc.

Bob White

We are on track.

He shows COI level AI generated dean level readings, it goes down to (or will go down to) SLO level. An ideal set up 0 friction for instructors to participate. SLOs originate in the course, that's where we teach, manually mapping this is impractical, things change. Start at course level SLO and investigate automatic course level SLOs to PLOs. He thinks this is reasonable. Chairs check on automatic mapping to make sure it's okay. Continue doing course level SLO assessment, then do roll up using AI and check on it. Reflect on what's missing. They are district public. Getting info out of the reflections is a "nightmare". It should be course based and automated, Access same course level outcome to PLO over different sections. I think Bob wants faculty to have "interview" with AI on an SLO. Faculty would be told at beginning of semester what to access.

Julie

Make relevant so people don't just make jokes of this SLO to PLO to GELO and/or ISO.

VII. Dialog Days January 2026 – [Planning Document](#)

Building Butte's Brain, 1st session will be collaborative. 2nd session will be reflecting on and training of how our SLO to PLO to ILO will happen. People would bring SLO reflection to session and how mapping to PLO and ILO. Julie can provide these reflections for faculty who attends,

VIII. SLO Reflection form for Fall 2025 – update ILO reporting for this year?

We collect on the ILO "Engage Collaboratively". Mar suggests picking a new ILO that is also not well mapped to. We are changing to "Work Effectively". We'll ask for assessment of its 3 parts. "The content of the SLO reflection will not be part of the faculty evaluation" .

- IX. Informational: Accreditation Midterm Report – draft is under review

- X. Future tasks
 - A. Discuss [ILO Results](#)
 - B. Once GE Taskforce has finished work - Revisit GELOs (AP 4025 and 4100)

Mar moves to adjourn and Leo 2nd.