

<b>SLO Committee Minutes</b>	Thursday, February 12 <sup>th</sup> , 2026, 2:00 – 3:00 PM Shasta College Main Campus, Room 264
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<b>Committee Members Present</b>					
<input checked="" type="checkbox"/>	Kimberly Carlson (Co-Chair)	<input checked="" type="checkbox"/>	Fran Lanthier	<input checked="" type="checkbox"/>	Laura Tullado-Johnson
<input checked="" type="checkbox"/>	Will Breitbach (Co-Chair)	<input type="checkbox"/>	Taylor Cardoza	<input checked="" type="checkbox"/>	Desiree Lesicko
<input checked="" type="checkbox"/>	Kylee Duran-Cox	<input type="checkbox"/>	Pam Neronha	<input type="checkbox"/>	

1. Call to order – 2:05 PM
2. Approval of Minutes – 12/11/25. Fran motions to approve, Kylee seconds. Motion carried unanimously, all approve with no abstentions.
3. Opportunity for Public Comment – None.
4. Discussion/Action Items
  - a) SLO Symposium Report – Kimberly shared that the symposium wasn’t entirely focused on SLOs; it also highlighted the importance of classrooms, teaching, and assessment. One of her top takeaways was the concentration on AI and writing. She shared that when it comes to writing for students K-12, there’s a lack of enjoyment due to the emphasis of assessment. At this event, there was also a concern regarding the use of AI and how it impacts students’ writing abilities. Another topic was voice vs perfection. AI has no voice, but students do. This tied into the importance of transparency about the “why” when it comes to teaching students writing skills in the classroom. Although AI can be a helpful tool, it can also reduce a student’s confidence when it comes to the editing process. Emphasis on product vs process has become more prominent with AI.
 

This moved into a brief discussion about AI and how it can be used to help with strategizing and planning if you know how to guide it. The usage of Turn-it-in has helped some faculty in monitoring AI usage. Kylee shared that there’s been an increase in in-person writing on paper, especially for her own support classes. This helps with brainstorming ideas before reforming and typing out everything digitally. She has found that there are more informative pieces this way. Desiree shared that with AI’s immediate gratification, some students are not willing to embrace the process that comes with writing using their own voice. It is important to remember that SLOs are about application and what students are leaving school with and the tools they carry thereafter.
  - b) PT Faculty SLO Survey Feedback –
    - It was requested to spell out what SLOs are for those that are not aware.
    - There were also recommendations to remove and edit items in Section 1 and 4. Mostly regarding questions and wording.
    - It was also noted that this survey is anonymous unless assistance is requested. There is a space at the bottom of the survey if faculty would like to be contacted regarding their submission.
    - It was suggested to add to the survey the importance of completing SLOs and emphasize their importance when it comes to accreditation.

- It was also recommended to add a reminder in another section on the survey about PT faculty being eligible to receive \$125 per course.
  - Survey Timing – This survey will be edited by Will's office and sent to the Research office for review. Once this is complete, it will be sent to PT faculty to complete.
- c) 2027 Program Review Cycle – It was discussed to have people reach out to see what help is needed for 2027. Request for a refresher on training program review leaders.
5. Future Meeting – March 12<sup>th</sup>, 2026
  6. Adjournment – Meeting adjourned at 3:00 PM.