Members present: Frank Accardo, Dana Arazi, Robin Babou, Kevin Barman, Robert Bethel, Tammy Camacho, Angela Cheung, Fran Cummings, Marie Eckstrom, Rebecca Green, Margaret Griffith, Yunior Hernandez, Jupei Hsiao, Jorge Huinquez, Erin Irwin, Steve Johnson, Michael Koger, Jeannie Liu, Sheila Lynch, Marina Markossian, Angelica Martinez, Juana Mora, Farrah Nakatani, Katie O’Brien, Tyler Okamoto, Dorali Pichardo-Diaz, Angela Rhodes, Rudy Rios, Matt Schleicher, Diego Silva, Kevin Smith, Stephen Smith, Razvan Stoian, Steve Tomory, Diana Valladares, Irma Valdivia; Members absent: Michelle Bean, Melissa Chandra, William Currington, George Kimber, Andrea Kirton Aimee Mindes, Carley Mitchell, Gerson Montiel, Matt Pitassi; Ad-hoc members present: Elizabeth Ramirez; Guests: Lucha Arevalo, Alyson Cartagena, Melanie Fierro, Alice Mecom, Lydia Okelberry-Gonzalez, Kevin Patrick, Blanca Urquidi

I. Call to Order – 1:00pm

II. Approval of Minutes: March 16, 2021

III. Public Comment – none

IV. President’s Report
   A. Fall Semester
      i. Class Prioritization Discussion – email sent to faculty regarding course prioritization:
         • Tier 1 – Need to be in person, isn’t working well online
         • Tier 2 – Works better in person
         • Tier 3 – Doing pretty good online
         These are course-level rankings, not section-level rankings. The recommendations will go to a COVID Taskforce sub-group for review. The goal is to decide which classes will be offered in person or online before Fall 2021 registration begins.
      ii. Fall schedule is now online. A note was added to the schedule indicating that classes may be online, as they are all currently showing as in-person. Local community colleges are communicating that they will be in person; RHC has not made a decision. Discussion ensued regarding the three class prioritization options and that there is not a hybrid choice -- in this case, “Other” can be utilized.
         1. R. Bethel shared that in the lab sciences, the discussion is “how” they will return. Once the classes are identified, the COVID CORE team will identify how the classes will return.
         2. S. Lynch stated that the Arts department felt blindsided by the schedule being published before the prioritizations were decided. Other senators also expressed concern.
         3. K. O’Brien urged that we take down the inaccurately published schedule, as students are building their own schedules around these inaccuracies.
4. Acting VPAA, A. Mecom was invited to the meeting to hear faculty concerns regarding the schedule being published before being finalized with faculty. Some of the concerns expressed: an incorrect preliminary draft schedule was published and viewable by students; fall schedule was a rollover from last fall and in most areas, the faculty has not reviewed the schedule; a faculty member shared receiving questions from students regarding the incorrect schedule. VPAA A., Mecom will ask Office of Instruction for the status of the D3 schedule from the ten different areas and will update K. Smith.

B. Report from ASCCC Representative, Sheila Lynch – Area C Update – presented resolutions that will be voted on at the April plenary. (Attachment A)

C. Program Review Recommendations – Institutional level recommendations will be presented at the Institutional Planning Recommendations at the end of the month. (Attachment B)

V. Vice Presidents’ Reports
   A. 1st Vice President
      i. The distinguished faculty will be announced at the first senate meeting in May.
      ii. AB 111 requests that all California Community Colleges adopt the CID number so that there could be common course numbering.

B. 2nd Vice President – email sent by Shaina – graduation will be held on Friday, May 28th. It will be drive-thru event.

VI. Unfinished Business – none

VII. New Business
   A. Resolution in Support of Asian American and Pacific Islander Communities (Attachment C)
      Executive Motion: To Support the Resolution in Support of Asian American and Pacific Islander Communities
      30 yea, 0 nay, 1 abstain - motion passes

   B. Fine-Free Library
      Executive Motion: The Academic Senate supports the recommendation from the Library division to become a fine-free library.
      28 yea, 0 nay, 3 abstain - motion passes

   C. Outcomes
      i. Closing the Loop – A. Cartagena presented the Closing the Loop online form. Will be easier to use and track. Still requires that the form be uploaded to Taskstream.
      Motion to accept the recommendation made by the Outcomes Committee to use the online submission form for “Closing the Loop” made by S. Johnson and 2nd by M. Griffith
      Discussion: M. Koger asked if this form is live or still in development? A. Cartagena said that the form is just in the testing phase right now, but will be available in the Faculty Resource Center, posted in Taskstream within the program reviews and on the general college website.
      26 yea, 0 nay, 1 abstain – motion passes
ii. ILO Report – A. Cartagena presented four Institutional Level Outcomes recommendations. *(Attachment D)*  
**Motion** to approve the Institutional Level Outcomes recommendations made by the Outcomes Committee made by S. Johnson, 2nd by D. Arazi  
25 yea, 0 nay, 2 abstain – motion passes

D. 4-Week Online Courses: Creation of a Taskforce  
**Background**: recommendation was made by Distance Education Committee to offer 4-week online classes. Some of the concerns shared are with Title 5 and meeting class hour requirements. This is a very substantive conversation and the proposal is to create a taskforce to look at this from all angles.  
**Motion** to create a taskforce to examine the 4-week Distance Education classes course option, including pros and cons, and to return to senate with how to proceed made by S. Lynch, 2nd by D. Arazi  
25 yea, 0 nay, 2 abstain – motion passes

E. Guided Pathways: Mapping the Quantitative Reasoning Requirement - L. Okelberry-Gonzalez presented GPSC recommendation to map specific Mathematical Concepts and Quantitative Reasoning courses on the program maps.  
**Motion**: In order to align quantitative reasoning courses to students' Areas of Interest to Clarify the Path per the Guided Pathways Scale of Adoption essential practices (Pillar 1), the math department proposes working with Area of Interest faculty to finalize a list of prioritized quantitative reasoning courses for each Area. A preferred course to optimize degree options within each Area would appear first with an alternate course or courses with descriptions listed below in our sample ed plans in our Pathways website made by E. Irwin and 2nd by D. Arazi  
**Discussion**: S. Lynch asked if it is clear that this is a recommendation and not a requirement. L. Okelberry-Gonzalez explained that students will see the recommendations mapped, along with a note stating that they have other options to fulfill this requirement. D. Pichardo-Diaz asked if it would only be the math department faculty working with the Area of Interest Faculty, or would it also include other Quantitative Reasoning faculty. L. Okelberry-Gonzalez said that they would all be included, including counselors.  
**Motion to amend the motion**: In order to align quantitative reasoning courses to students' Areas of Interest to Clarify the Path per the Guided Pathways Scale of Adoption essential practices (Pillar 1), faculty who teach quantitative reasoning courses will work with Area of Interest faculty and counselors to finalize a list of prioritized quantitative reasoning courses for each Area. A preferred course to optimize degree options within each Area would appear first with an alternate course or courses with descriptions listed below in our sample ed plans in our Pathways website made by A. Martinez and 2nd by J. Liu.  
27 yea, 0 nay – motion to amend the motion passes  
**Motion to further amend the motion**: In order to align quantitative reasoning courses to students’ Areas of Interest to Clarify the Path per the Guided Pathways Scale of Adoption essential practices (Pillar 1), faculty who teach quantitative reasoning courses will work with Area of Interest faculty and counselors to finalize a list of prioritized quantitative reasoning courses for each Area. A preferred course to optimize degree options within each Area
would appear first with an alternate course or courses with descriptions listed below in our sample ed plans in our Pathways website made by D.Pichardo-Diaz and 2nd by A. Martinez.

27 yea, 0 nay – motion to further amend the motion passes

25 yea, 0 nay – motion passes

VIII. Committee Reports - none
IX. Announcements - none
X. Adjournment – 2:30pm
Attachment A: ASCCC Spring Plenary Resolutions

Academic Senate for California Community Colleges

Spring Plenary Meeting – April 15-17

Resolutions
Consent Calendar


3.0 DIVERSITY AND EQUITY

3.01 S21 Include Cultural Competence in Faculty Evaluations

3.02 S21 Establishing Local Inclusion, Diversity, Equity, and Anti-racism (IDEA) Liaison

+3.03 S21 Denounce Anti-Asian American Pacific Islander (AAPI) Racism

9.0 CURRICULUM

9.01 S21 Develop a Set of Resources to Assist in Establishing Ethnic Studies Programs in Alignment with California State University Requirements

+9.01.01 S21 Amend Resolution 9.01

9.02 S21 Develop a Rubric for Ethnic Studies Courses and Ethnic Studies or Cultural Awareness Competencies

+9.02.01 S21 Amend Resolution 9.02

+9.03 S21 Asserting Faculty Primacy in Teaching Modality

+*9.04 S21 Update Title 5 Language for Section 55070 Credit Certificates

+9.05 S21 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative

13.0 GENERAL CONCERNS

+13.01 S21 Institutionalizing Open Educational Resources

18.0 MATRICULATION

+18.01 S21 Ensuring Transparency and Input in Improvements to CCC Applicant

28.0 STUDENTS

28.01 S21 Enabling Preferred Name and Pronoun across Campus and all Digital Environment

+20.01.01 S21 Amend Resolution 20.01

+20.02 S21 Student Participation in Hiring Processes

+*20.03 S21 Support for Students Affected by the Military Corp in Myanmar

ASCCC OERI Resolutions

9.05 Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process for the Open Educational Resources Initiative

11.02 Advocate for Development of a ZTC Data Element

PROPOSED CHANGES to DISCIPLINES LIST

*10.01 S21 Disciplines List—Film and Media Studies

*10.02 S21 Disciplines List—Digital Fabrication Technology
INSTITUTIONAL RESEARCH AND PLANNING
FALL 2020 PROGRAM REVIEW
INSTITUTIONAL RECOMMENDATIONS

Increasing Student Learning, Achievement, and Completion

Completion
Admissions and Records should work to develop and implement an online graduation petition that streamlines and facilitates student graduation petitions.
The College should explore the advantages of offering both local degrees and ADTs. In some disciplines it is more advantageous for transfer to complete the local degree versus the ADT.

Academic Pathway Programs
The College needs to determine the appropriate place for the Pathway to Law program. Should it be housed in Academic Affairs or Student Services?

Instructional Outcomes
The Outcomes Committee should work with the Curriculum Committee to fully integrate course and program outcomes with the curriculum process and class schedule and catalog production to ensure the work is consistent, completed, mapped, aligned, and written to acceptable academic standards. Full integration with Curriculum and publication of outcomes are required by ACCJC accreditation standards.
The Outcomes Coordinator should work with College leadership to find ways to support faculty and facilitate robust and meaningful outcomes dialogue as part of the Closing the Loop (CTL) assessment reporting.
The Guided Pathways Steering Committee should work toward establishing full-time, embedded counselors in each division.

Institutional Effectiveness

Program Improvement
The Institutional Effectiveness Committee should develop and make a recommendation regarding conditions under which programs should strive for improvement and/or maintain performance.

PRELIMINARY DRAFT March 9, 2021
Non-Instructional Outcomes
The College needs to develop and implement a robust non-instructional outcomes program. Such a program includes working with non-instructional staff to understand, develop, implement and maintain outcomes and assess them on a regular basis. Their needs are different than instructional programs. This needs to be addressed as it is an accreditation standard.

Professional Development
Understanding of data with respect to institutional performance on ACCJC standards and other performance measures should be widespread across the institution. The Institutional Effectiveness Committee in collaboration with the Office of Institutional Research and Planning should develop and implement a professional development program that supports understanding of data and institutional effectiveness measures.

Enrollment Management
The Enrollment Management Plan should address cancellation of classes and make recommendations, based on data, regarding appropriate time frames and situations when classes should be cancelled for low enrollment.

The Enrollment Management Plan should address conditions related to program growth and stability. Which programs should grow and under what conditions?
The Enrollment Management Plan should address the feasibility of Contract Education to generate funding streams and goodwill in the community.

Instructional Operations should work with the appropriate academic and student services offices to develop a master schedule for Degrees and Certificates. This schedule should map all courses associated with all degrees and certificates, and indicate when each course will be offered so that students can develop a timeline to completion.

Instructional Operations should create a master schedule of late-start and 8-week courses so that students and counselors can plan multiple courses without overlap.

The College should consider creating individual budgets for highly successful, premiere programs, such as Speech and Debate and Dance, among others, that increase College visibility, improve the image of the College in the community, and attract more students.

Technology
The Director of Technology should evaluate data storage needs of the College and develop a recommendation regarding electronic storage of data.

PRELIMINARY DRAFT March 9, 2021
Human Resources
The Executive Director of Human Resources should establish a systematic process for the review of job descriptions for all employees.

College Operations
There is a need for the College to develop and systematically update, non-academic, operational handbooks describing the operations and tasks of each program. The goal is to support continuity of College operations in the event of change in personnel.

The Director of Facilities should evaluate the storage needs of the College and develop a recommendation regarding storage requirements and safety.

The College needs to develop a plan to facilitate ADA compliance.

The College needs to create a plan to fairly distribute (possibly as class sets on carts to academic divisions) the Chromebooks lent to students during the pandemic.

Health and Safety
The College should develop safety standards throughout the campus and conduct an annual campus-wide inventory of safety hazards. These hazards should be attended to by the appropriate unit manager.
Academic Senate 2020-21
Attachment C: Resolution in Support of Asian American and Pacific Islander Communities

Whereas, the Rio Hondo College Academic Senate condemns the incidences of racial violence against Asians and Asian Americans including the violent murder of eight people in Georgia, six of whom were women of Asian descent, targeted at their workplace, and the nearly 4,000 cases of racist acts which perpetuate white supremacy against Asian and Asian American individuals in California and across the nation;

Whereas, in light of these hate crimes, members of the Rio Hondo College community are experiencing outrage, anxiety, and concern for their physical safety and well-being, all of which may negatively impact us including our students’ achievement of their educational goals;

Whereas, racially discriminatory language in describing the COVID-19 pandemic has affected Asian Americans and Pacific Islanders and has contributed to increased rates of violence, bullying, harassment, and hate crimes against AAPI persons;

Whereas, “Stop AAPI Hate”, a national coalition aimed at addressing anti-Asian discrimination amid the pandemic and founded by the Asian Pacific Policy and Planning Council, Chinese for Affirmative Action, and San Francisco State University’s Asian American Studies Department, documented over 2,800 3,795 hate incidents targeting AAPIs in the United States in 2020 since March 2020;

Whereas, Rio Hondo College faculty condemns historically pervasive racism, xenophobia, and intolerance against Asian Americans and Pacific Islanders;

Whereas, RHC faculty have a responsibility to understand, and intentionally work to challenge, our classroom cultures, relationships with our students, and each other; and,

Resolved, that the Academic Senate condemns racism in all forms and implores faculty to denounce hate and violence against AAPI communities; and

Resolved, that Rio Hondo College faculty assert that all members of AAPI communities — no matter their background, the language they speak, or their religious beliefs — be treated with dignity, equity, and respect.
Institutional Level Outcomes

Institutional level outcomes (ILOs) are evaluated at the midpoint in the Rio Hondo College Strategic Plan’s six-year cycle. Based on these evaluations, the Outcomes Committee makes recommendations that are then forwarded to Academic Senate as well as the Institutional Effectiveness Committee (IEC). This evaluation is ACCJC-required, but it is also an opportunity to make suggestions for College-wide changes to teaching to improve student learning. In addition to general recommendations for all courses, recommendations may be specific to a division, discipline, or program to which the ILOs are mapped.

<table>
<thead>
<tr>
<th>ILO Six-Year Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Learning Outcome</strong></td>
</tr>
<tr>
<td>Think Critically</td>
</tr>
<tr>
<td>Communicate</td>
</tr>
<tr>
<td>Demonstrate Global Awareness &amp; Ethical Behavior</td>
</tr>
<tr>
<td>Demonstrate Information Literacy</td>
</tr>
<tr>
<td>Develop Personal and Career Goals</td>
</tr>
</tbody>
</table>

*Taskstream introduced in Fall 2018, and courses mapped to ILOs during AY 2018-19, to collect qualitative and quantitative data (Measures and Findings).

The ILO report and recommendations are presented to Senate and IEC and then forwarded to Planning and Fiscal Committee (PFC). From PFC, recommendations are then submitted to the
Vice President of Academic Affairs. The VPAA, as the Area Manager for the instructional areas, is responsible for developing strategies with stakeholders to address the recommendations and is supported by various initiatives such as Guided Pathways and committees such as Professional Development, Equity, and Distance Education.

**Analysis: Fall 2017 through Fall 2020**

Proficiency rates by academic year increased within this three-year period for ILO Area I ("Think Critically"). Currently (i.e., Summer and Fall 2020), ILO I.E. ("Problem-Solving Approaches") has the highest overall proficiency rate (88.6%) within this area; on the other hand, ILO I.D. ("Ability to Use Mathematics") has the lowest overall proficiency rate (82.5%).

Overall (all years) proficiency rates have increased in ILO Area I ("Think Critically").

<table>
<thead>
<tr>
<th>I. Think Critically</th>
<th>2017–2018</th>
<th>Summer and Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO I.A.</td>
<td>80.9%</td>
<td>86.7%</td>
<td>+5.8</td>
</tr>
<tr>
<td>ILO I.B.</td>
<td>81.5%</td>
<td>84.5%</td>
<td>+2.9</td>
</tr>
<tr>
<td>ILO I.C.</td>
<td>85.0%</td>
<td>85.2%</td>
<td>+0.2</td>
</tr>
<tr>
<td>ILO I.D.</td>
<td>71.6%</td>
<td>82.5%</td>
<td>+10.9</td>
</tr>
<tr>
<td>ILO I.E.</td>
<td>80.6%</td>
<td>88.6%</td>
<td>+8.0</td>
</tr>
</tbody>
</table>

Overall (all years) proficiency rates have increased in ILO Area II ("Communicate").

<table>
<thead>
<tr>
<th>II. Communicate</th>
<th>2017–2018</th>
<th>Summer and Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO II.A.</td>
<td>81.7%</td>
<td>83.1%</td>
<td>+1.4</td>
</tr>
<tr>
<td>ILO II.B.</td>
<td>81.8%</td>
<td>90.8%</td>
<td>+9.0</td>
</tr>
<tr>
<td>ILO II.C.</td>
<td>85.5%</td>
<td>94.5%</td>
<td>+9.0</td>
</tr>
<tr>
<td>ILO II.D.</td>
<td>85.7%</td>
<td>85.7%</td>
<td>0</td>
</tr>
</tbody>
</table>

Overall (all years), proficiency rates have increased in ILO Area III ("Demonstrate Global Awareness and Ethical Behavior").

<table>
<thead>
<tr>
<th>III. Demonstrate Global Awareness &amp; Ethical Behavior</th>
<th>2017–2018</th>
<th>Summer and Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO II.A.</td>
<td>83.0%</td>
<td>83.4%</td>
<td>+0.4</td>
</tr>
<tr>
<td>ILO II.B.</td>
<td>87.8%</td>
<td>88.3%</td>
<td>+0.5</td>
</tr>
</tbody>
</table>

Overall (all years), proficiency rates have increased in ILO Area IV ("Demonstrate Information Literacy").

<table>
<thead>
<tr>
<th>IV. Demonstrate Information Literacy</th>
<th>2017–2018</th>
<th>Summer and Fall 2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO IV.A.</td>
<td>82.4%</td>
<td>85.8%</td>
<td>+3.4</td>
</tr>
</tbody>
</table>
Attachment D: Institutional Level Outcomes (cont.)

Overall (all years) proficiency rates have increased in ILO area V. ("Develop Personal and Career Goals").

<table>
<thead>
<tr>
<th>ILO IV.B.</th>
<th>85.8%</th>
<th>93.6%</th>
<th>+7.8</th>
</tr>
</thead>
</table>

V. Develop Personal & Career Goals

<table>
<thead>
<tr>
<th>ILO IV.A.</th>
<th>85.7%</th>
<th>93.0%</th>
<th>+7.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILO IV.B.</td>
<td>90.1%</td>
<td>94.2%</td>
<td>+4.1</td>
</tr>
<tr>
<td>ILO IV.C.</td>
<td>88.5%</td>
<td>99.4%</td>
<td>+10.9</td>
</tr>
<tr>
<td>ILO IV.D.</td>
<td>88.8%</td>
<td>95.1%</td>
<td>+6.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>Summer and Fall 2020</th>
<th>Change</th>
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</tbody>
</table>

Overall Proficiency Rates

ILO Area I: The overall (all years) proficiency rate for this area is 81.1%.
ILO Area II: The overall (all years) proficiency rate for this area is 85.28%.
ILO Area III: The overall (all years) proficiency rate for this area is 86.35%.
ILO Area IV: The overall (all years) proficiency rate for this area is 85.7%.
ILO Area V: The overall (all years) proficiency rate for this area is 89.6%.

Highest and Lowest Overall Proficiency Rates

Highest (All Years) Proficiency Rate: ILO Area V ("Develop Personal and Career Goals") has the highest proficiency rates (89.6%) across the ILO assessment. Within Area V, ILO V.D. ("Maintain and Improve Their Personal Health, Wellness, and Performance") and ILO V.B. ("Utilize College Resources to Support Their Educational Goals") have the highest overall rates at 90.2% and 90.1%, respectively.

Lowest (All Years) Proficiency Rate: ILO Area I ("Think Critically") has the lowest proficiency rates (81.1%) across the ILO assessment. Within Area I, ILO I.D. ("Demonstrate the Ability to Use Mathematics") has the lowest overall rate, at 73.9%.

It should be noted that although this is the lowest proficiency rate within the area and across the ILOs, the proficiency rates have made continuous gains during the assessment cycle. Compared to academic year 2017–2018, the Summer and Fall 2020 rates improved from 76.8% to 82.5%. This marks a +5.7 gain in ILO I.D. ("Demonstrate the Ability to Use Mathematics").

Analysis: 2018–2019 and Summer–Fall 2020

To examine the effect the pandemic had on ILO rates, comparisons were made assessing outcomes data from academic year 2018–2019 as well as outcomes data from the Summer and Fall 2020 terms. The 2018-2019 AY data was the most recent academic year not influenced by the COVID-19 pandemic. It also was the first full academic year in which course-level outcomes (CLOs, also known as student learning outcomes, or SLOs) were mapped to the ILOs. The Summer and Fall 2020 data reflect fully remote instruction during the pandemic.
Gains: Significant

Of the 17 ILOs, 13 ILOs improved. The greatest increase was the outcome “Feel a Sense of Connection to the College”; there was a + 10.1 gain here, with growth demonstrated by an increase from 89.3% to 99.4%.

Losses: Minor

Of the 17 ILOs, four ILOs decreased. The greatest decrease was the outcome “Demonstrate an Understanding of Diversity in Culture, Ethnicity, Religion, Sexuality, Political Background, and Other Areas.” There was a -0.7 loss here, with growth demonstrated by a decrease from 84.1% to 83.4%.

ILO Gains and Losses

In comparing 2018–2019 with Summer–Fall 2020, 13 of the 17 ILOs increased in the proficiency rate, and four ILOs decreased in the proficiency rate.

I. Think Critically
   a. Apply theory to data. (82.5, 86.7) +4.2
   b. Demonstrate an understanding of course material. (85.0, 84.5) -0.5
   c. Demonstrate the ability to employ the scientific process. (82.3, 85.2) +2.9
   d. Demonstrate the ability to use mathematics. (72.7, 82.5) +9.8
   e. Apply various problem-solving approaches. (82.3, 88.6) +6.3

II. Communicate
   a. Communicate effectively in written or spoken forms. (83.4, 83.1) -0.3
   b. Comprehend and interpret various types of written information. (84.7, 90.8) +6.1
   c. Utilize various media formats. (85.7, 94.5) +8.8
   d. Recognize, interpret, and actualize creative expression. (86.1, 85.7) -0.4

III. Demonstrate Global Awareness and Ethical Behavior
   a. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas. (84.1, 83.4) -0.7
   b. Evaluate civic, social, and environmental policies. (84.9, 88.3) +3.4

IV. Demonstrate Information Literacy
   a. Research, analyze, evaluate, and utilize relevant information. (84.2, 85.8) +1.6
   b. Effectively use appropriate research or technology tools or sources. (85.5, 93.6) +8.1

V. Develop Personal and Career Goals.
   a. Identify the steps necessary to accomplish their educational goals. (87.7, 93.0) +5.3
   b. Utilize College resources to support their educational goals. (90.0, 94.2) +4.2
   c. Feel a sense of connection to the College. (89.3, 99.4) +0.1
   d. Maintain and improve their personal health, wellness, & performance. (91.5, 95.1) +3.6
Recommendations for ILO Improvement

Four recommendations are being presented for consideration. These include specific ILO areas and outcomes. Also included are general recommendations regarding ILO practices.

Recommendation: Establish aspirational proficiency standards for each of the five ILO areas. Current rate averages range from 81.1% (Area I) to 89.6% (Area V).

Recommendation: Investigate through the summary of findings and interviews what activities can be implemented and resources needed to continue to make gains in the area of i.d. ("Demonstrate the Ability to Use Mathematics"). To be considered are the kinds of instructional styles, methods, and/or activities that are working for faculty making gains. Although continuous gains have been made during this assessment cycle, i.d. remains the lowest proficiency rate for the College, and efforts should be made to continue to focus on this area.

Recommendation: Continue to invest in programs and resources that have influenced the high proficiency rates (89.6%) in ILO Area V. ("Develop Personal and Career Goals"). The obstacles students continue to face at the College that affect their success should also be taken into consideration. Support in this area would continue the success in areas utilizing College resources to support educational goals (ILO V.B.), which is directly linked to Guided Pathways efforts as well as maintaining and improving personal health, wellness, and performance (ILO V.D.). It should be noted that this recommendation links both the instructional and non-instructional experiences to improve student learning.

Recommendation: During Spring 2021, division deans in collaboration with faculty should facilitate mapping all courses that are not mapped; as well as ensure that all new courses be mapped to the ILOs.