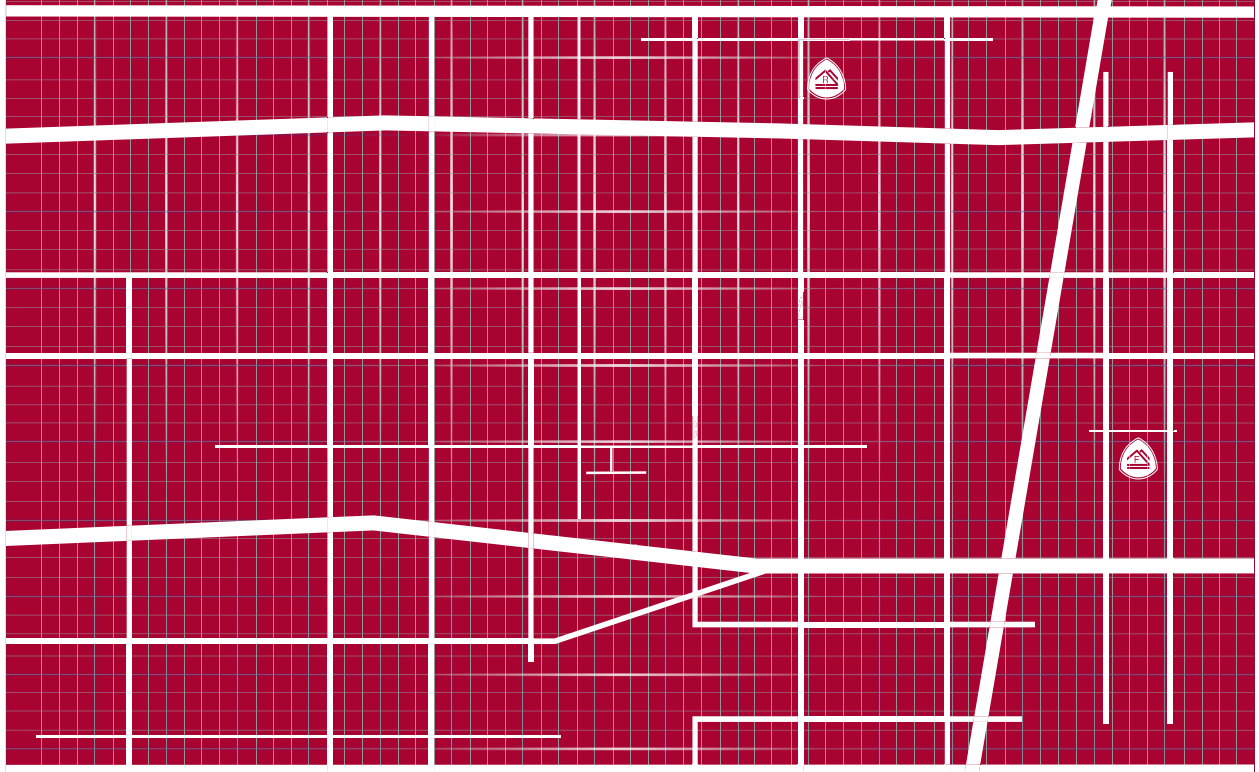# 2016 QUALITY FOCUS ESSAY

Chaffey College

Chaffey College, Rancho Campus

Chaffey College, Fontana Campus

Chaffey College, Chino Campus

Chaffey College Quality Focus Essay

Chaffey College prides itself on being forward looking—always focusing on quality improvements and fostering a culture of innovation that inspires the entire campus community. To ensure the greatest impact of individual efforts, the College strategically approaches holistic institutional improvement through a shared value system that drives students, staff, faculty, and administration. Framed by the College's commitments outlined in the mission statement and made actionable by the goals of the Strategic Plan, the College's vision statement brands the moral imperative that shapes our daily work and creates the College's long-term legacy:

Chaffey College: Improving Lives Through Education

For any vision to have meaningful impact, sustainable structures and systems are needed to create a lasting culture not contingent on individual efforts alone. This Quality Focus Essay (QFE) outlines three key improvement initiatives that have the potential for widespread institutional change that simultaneously maintains past successes, enhances current undertakings, and charts the course for future directions:

Strengthening **Communication** by creating an engaging environment to ensure the continuing forward momentum of quality improvements

Optimizing resource **Efficiency** by maximizing institutional capacity and maintaining critical structures to benefit the college's students and the community

Creating **Equity** by closing the achievement gap to improve the lives of the diverse students in our community

The QFE action plan is fashioned adapting the College's existing PSR "Visionary Improvement Plan (VIP)," ensuring that the framework can be structurally mapped to improvement efforts through all levels of the institution. Responsibility for monitoring and evaluating progress of this "VIP" is vested in the Accreditation Oversight Committee (AOC), enabling that body to be a more visible presence engaged in ongoing institutional improvement. In addition to ensuring the College continually works to meet and exceed all standards required by ACCJC, AOC management largely consists of ensuring coordination and horizontal continuity between high-level shared governance bodies already working on multi-faceted College-wide initiatives (College Planning Council, President's Equity Council, Enrollment and Success Management, etc.). In turn, those committees will then monitor vertical integration with the other various levels of programs and services infrastructure.

Accreditation Oversight Committee
College Planning Council
Enrollment and Success Management
President's Equity Council
1 C2M3
2 Communication Committee
3 Curriculum Committee

4 Classified Senate
5 Faculty Senate
6 Gallup
7 Green Earth Movement Committee
8 Human Resources
9 Institutional Research
10 Information Services
11 Maintenance and Operations

12 M2C3
13 Marketing
14 Outcomes and Assessment Committee
15 Outside Consultant
16 Professional Development
17 Program and Services Review
18 Resource Allocation Committee
19 Technology Committee

The QFE workplan explicitly calls for the creation of accountability metrics for resources (capital, physical, and human)—a new part of the College's planning process that is being incorporated into various levels of operation. Although the best practices for tracking costs across different College budgets and determining the criteria for measuring "return on investment" for College improvements have yet to be finalized, this new standard of accountability is a key driver for future institutional planning, implementation, and evaluation.
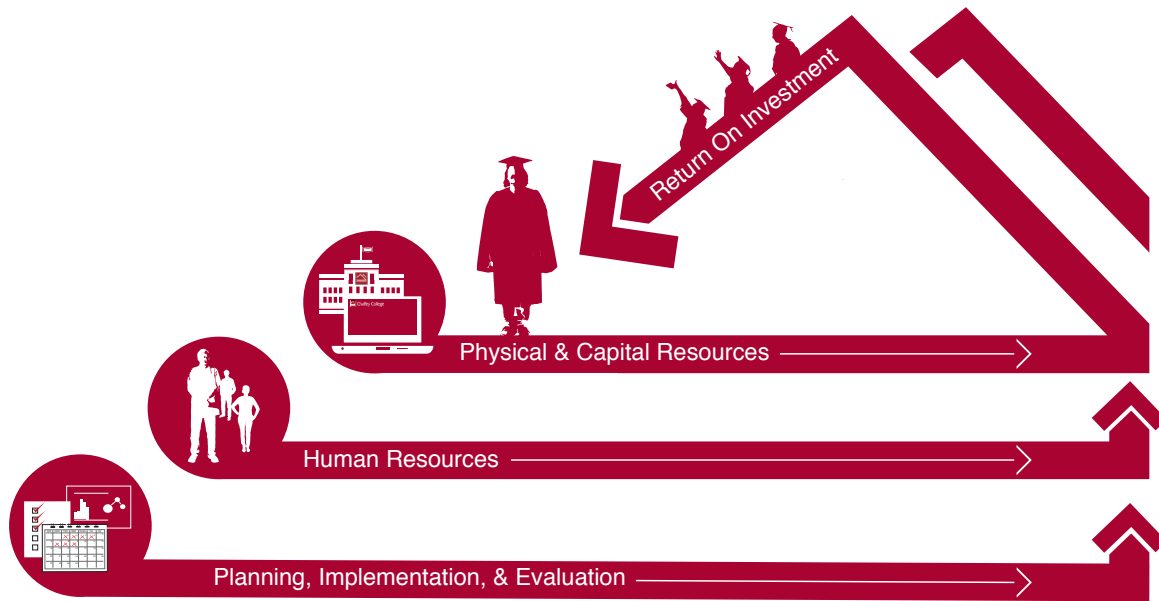
The QFE workplan implementation capitalizes on the collective synergy of the College's more finite initiatives, bringing to bear an appropriately scaled and cohesive effort for institutionalizing widespread change—a fundamental principle that has empowered Chaffey to evolve both rapidly and dramatically within its recent history. Operational improvements will be explicitly constructed in order to enhance the agency of each individual in the transformation process. Learning from the college's Hope-Engage-Succeed campaign that stresses the essential combination of agency and pathways for productive engagement, improved institutional practices and infrastructure are being designed to position individuals as active contributors to, rather than just recipients, of change.

Driven by a singular vision valued by students, faculty, staff, and administration, this "Visionary Improvement Plan" galvanizes all the individual efforts within the institution to maximize the College's capacity to promote student success and prepare for any future circumstances that may emerge.

In response to recommendations as the result of the College's last accreditation cycle, Chaffey undertook a major overhaul of its planning processes. New structures were created, and improved cohesion between planning bodies and processes was accomplished through a clearly articulated Integrated Planning Model—a tool that aligns and links all aspects of the institution. This planning framework spawned new innovation but also assisted in integrating the many institutional improvements occurring at Chaffey. Despite great fiscal challenges presented during the Great Recession, the College pushed forward and continued to innovate despite great uncertainty and limited resources.

In order to maximize the College's successful innovations, a more strategic communication infrastructure is needed to better disseminate information to all constituent groups regarding new directions, processes, and desired outcomes. The College community has already initiated a more regular process of sending out agendas, minutes, and summary "highlights" that better informs staff, faculty, and administrators. And students now have a Chaffey email address that is used for all official College correspondence, ensuring that important communication reaches students. But some of these traditional forms of communication have limited effectiveness. "Nobody reads an email" or "we are overwhelmed with email" are common concerns almost always voiced when strategizing how to best communicate about College operations.

In order to combat this potential for overload felt by everyone in the "Information Age," the desired communication infrastructure design would attempt to evolve from passive transmission of information to more education-minded modalities that activate the receiver's agency to create a more engaging environment. Protocols would identify when to send particular types of communication (i.e. social media, email, and/or mailer, etc.), delineating deliveries for information vs. action items in order to ensure maximum efficacy. Tools would allow for more dynamic communication rather than one-size-fits-all information. The improved communications infrastructure will be able to facilitate two-way and "bottom-up" communication across campus.

A critical objective of this enhanced communication structure is to foster the development of virtual communities that help integrate students into the fabric of College life. Building these virtual communities will help develop a sense of belongingness that is difficult to maintain when so many students must work while attending school, limiting the time they can spend on campus. Currently, it is difficult for departments and programs to communicate directly and effectively with their students. Virtual communities will help overcome this challenge. In so doing, departments and programs can foster a feeling of connectedness with and among their students, even allowing for integration of students taking distance education courses.

The ability for departments and programs to communicate directly with their students is a "game changer," revolutionizing interactions between departments/programs and their students. Another advantage of these virtual communities is the ability to promote the College's

equity agenda. Departments and programs can target various communities, such as AMAN/AWOMAN or Puente, fostering a sense of community and building additional bridges for students to connect with the college and each other.

A recent accreditation survey conducted with all constituent groups revealed that many in the campus community are not fully aware of institutional improvements that can benefit everyone. In order to minimize the "I don't know" responses reflected in that survey, the College will develop a strategic communication management approach that will engage students, faculty, staff, and administrators in a more cohesive College community. Visually appealing and branded with Chaffey College values and messaging, improved communication platforms and delivery will strive to meet the 21st Century expectations of students, staff, faculty, and administration.

In order to fulfill its mission of "improving lives and our community," the College has always focused on increasing its service capacity. Physical expansion at all three Chaffey locations in recent years undoubtedly provides that greater potential. In addition, the College has absorbed the financial responsibility of institutionalizing grant-funded programs that are now ingrained in the fabric of the institution (Partnership For Excellence, Basic Skills, Title V).

But those years of expansion were also accompanied by recession and the dramatic reduction of base funding. The Governing Board's commitment to maintaining a healthy reserve and a strategic plan preparing for the possibility of multiple levels of reduction carried the College through the recession without fundamentally altering its promise to offer quality programs and services. And just as fast as the downward turn began, the College is now once again in a growth mode—one that has been framed as a "legacy moment" for the community.

In order to minimize the reactive position often created by California's "boom and bust" economic cycles, Chaffey College is working toward enhancing practices that allow for responsible growth or enrollment reduction—in other words, develop the capacity to optimize resources regardless of the changing dictates of apportionment and/or fluctuating needs of the community. From maximizing classroom utilization, integrating student educational plan data into building section offerings, creating accountability for total cost of ownership in even the smallest purchased items, and developing "return on investment" evaluation criteria, Chaffey plans to optimize resource efficiency at all operational levels in ways that maximize the College's capacity to benefit the community.

A critically important aspect of this efficiency initiative also includes "environmental sustainability." The College has a moral imperative as an institution of higher learning to take a leadership role in building and nurturing a sustainable and healthy environment for the future of our planet, and promoting the significant environmental benefits of sustainability with respect to energy consumption, conservation, and renewable energy generation are also key considerations in College planning.

At Chaffey, the concept of efficiency is multi-pronged and perhaps broader in scope than how that term is normally defined. In order to maximize the college's ability to develop innovative student success initiatives, coordinated efforts to improve the efficiency of physical, fiscal, and student resources need to be optimized to make the best use of the College's institutional capacity.

The desire to increase student success has always driven improvement efforts at Chaffey College. The college's "Basic Skills Transformation Project" started in the late 90's foreshadowed a statewide emphasis undertaken years later. Chaffey's more recent campus-wide Hope-Engage-Succeed campaign embraced working with the "whole student" to inspire educational excellence and improve success. And although the long list of innovations at Chaffey undoubtedly achieved greater student success—recently experiencing the highest success rates in the College's history—the College now needs to expand on that work to create more targeted approaches intended to ensure equitable success is experienced by all students.

The College has initiated this process by attempting to create greater awareness of equity issues through open dialogues initiated by programming from the Minority Male Community College Collaborative (M2C3). More in-depth "VISIONS" multicultural training will be offered to staff, faculty, and administrators who will then be trainers for the rest of the campus community. And a comprehensive Equity Plan serves as the foundation to frame and propel this initiative. Target interventions will be guided by key indicators identified as "immediate concerns" in the Spring 2016 "Chaffey College Campus Report" through the Community College Equity Assessment Lab.

In terms of the College's own professional community, a parallel emphasis on diversifying faculty, staff, and administrators will mirror practices to better promote equitable access and outcomes for students. Enhanced recruitment and hiring practices will strive to build a professional community that better matches the demographics of the College's student population.

Closing the achievement gap has always been an emphasis at the College. But the College now needs to move beyond a universal approach and create interventions that address challenges hindering certain populations from experiencing the same level of academic and/or professional success. Additionally, the College intends to coordinate activities between campus initiatives that consider issues relating to equity, including President's Equity Council, Enrollment and Success Management, Human Resources, Professional Development, and Distance Education.

New instructional approaches, student services experiences, and policies to promote equity within the College's own professional culture will be designed to innovate-at-scale to ensure the scope of impact is not limited to only small segments of underserved populations—creating new supports and interventions to close the achievement gap for all disproportionally affected groups (students, staff, faculty, and administrators).

COMMUNICATION

QFE . GOAL . 1

Goal 1 (G1): Develop a strategic communication management approach that engages students, faculty, staff, and administrators in a more cohesive College community.

Guiding Principles:

- Communication deliveries should be convenient and effective

- Communication timing needs to be intentional, formalized, cohesive, and regular

- Content development involves widespread input and transparency

- Various communication tools need to work in an integrated fashion

- Platforms need to promote two-way communication and incentivize active engagement

- Communication to students is a critical focus

- All efforts will have measurable impact

Objective 1 (G1.O1):
Identify and assess communication gaps, end-user perceptions, and infrastructure

Performance Outcome:
Establish a global picture of the College's current state of communications

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G1.O1.1 Conduct focus groups with all constituencies **G1.O1.2** Assess effectiveness of student communication **G1.O1.3** Assess effectiveness of internal communication among staff, faculty, and/or administration and external communication to the community **G1.O1.4** Inventory current marketing efforts for internal and external audiences **G1.O1.5** Assess continuity of communication system(s) **G1.O1.6** Identify existing infrastructure and potential needs **G1.O1.7** Develop budget for enhanced communication initiative	• Define strengths and weaknesses of College communication efforts • Establish budget for improving communication management approach • Create evaluation plan and calendar for improving communication management approach	District Funds	2016-2017	**College Planning Council** Institutional Research Outside Consultant

Objective 2 (G1.O2):
Create a formal communications supervisory group who will develop effective practices and ensure integrated effort(s)

Performance Outcome:
Develop a comprehensive Communication Management Plan

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G1.O2.1 Create a supervisory group with diverse expertise and vested with decision-making authority to coordinate enhanced communication initiatives	• Establish the "Communication Committee"	District Funds	2016-2017	**"Communication Committee"** Marketing Information Services Maintenance & Operations
G1.O2.2 Develop the philosophy and design for the communication initiative	• Create the Communication Management Plan			
G1.O2.3 Determine who is in charge of particular types of communication (web, social media, print, environmental graphics)	• Create a Communication Handbook: policies, procedures, best practices			
G1.O2.4 Define strategic applicability of delivery methods (when email, text, website communication is appropriate)				
G1.O2.5 Integrate different modes of communication (environmental, web and print media, multilingual)				
G1.O2.6 Develop a college-wide calendar to align communication efforts				
G1.O2.7 Integrate the student communication tools needed for instruction, student support, and student services to better engage DE students				
G1.O2.8 Clearly define, communicate, and consistently apply the College's brand identity throughout all levels of college communication				
G1.O2.9 Design improvements to way-finding system (signage, directions, etc.)				

Objective 3 (G1.O3):
Implement enhanced tools, practices, and approaches to advance College communication

Performance Outcome:
Communication deliveries operate in an interconnected and cohesive fashion to support student success

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G1.O3.1 Enhance web presence/on-demand videos/interactive social media, etc. to create and expand virtual communities within the college	• Provide enhanced tools to create new points of access to important information and resources • Ensure new tools become a regular resource accessed by students, staff, faculty, and administrators • Increase direct communication between faculty, departments, programs, and their students	District Funds Title V Equity Basic Skills	2016-2019	**"Communication Committee"** Professional Development ESM
G1.O3.2 Implement "Grad Guru" app to incentivize successful behaviors				
G1.O3.3 Utilize "Cranium Café" to enhance online communication				
G1.O3.4 Expand use of SoftChalk for training and orientation of students, faculty, and staff				
G1.O3.5 Implement TaskStream as the new dynamic repository and assessment tool for Accreditation, PSR, SLOs, committee reporting				
G1.O3.6 Enhance the Portal and explore other tools to better promote student success and retention interventions				
G1.O3.7 Expand mentoring programs for all groups (students, staff, faculty, administrators)				

Objective 4 (G1.O4):
Evaluate and improve strategic effectiveness of the College's communication management system

Performance Outcome:
Communication effort creates a robust community of informed, engaged, and connected students, staff, faculty, and administrators

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G1.O4.1 Assess strengths and weaknesses of newly designed communication infrastructure	• Identify strengths and weaknesses of improved communication system	District Funds	Annual Monitoring Report	**"Communication Committee"** CPC Institutional Research
G1.O4.2 Evaluate outcomes of Communication Plan				
G1.O4.3 Assess effectiveness of "Communication Committee" structure and processes	• Initiate improvements to infrastructure, practices, and policies			
G1.O4.4 Evaluate end-user satisfaction of tools, practices, and policies	• Create an evaluation process to ensure improvements achieve desired results			
G1.O4.5 Develop predictive analytics to improve content and enhance engagement				
G1.O4.6 Ensure the accuracy, consistency and currency of information in all mediums				
G1.O4.7 Evaluate "return on investment" for the initiative				

Goal 2 (G2): Maximize the College's innovative student success initiatives by coordinating physical, fiscal, and student resources in order to optimize institutional capacity.

Guiding Principles:

- Optimizing efficiency requires preparation for possible growth and/or reduction

- When evaluating efficiency, criteria are not always the same

- Resource efficiency analysis needs to be incorporated in all planning, implementation, and evaluation

- Optimal efficiency provides greater discretionary opportunities that benefit everyone

- Sustainability is inextricably tied to the College's ability to meet objectives

- All efforts will have measurable impact

	Objective 1 (G2.O1): Assess resource efficiency to clearly identify criteria for evaluation, areas for improvement, and new infrastructure needs

	Performance Outcome: Develop an institutional understanding of resource efficiency in all areas of operation

Activities	**Momentum Points**	**Funding Source(s)**	**Timelines**	**Responsible Leadership**
G2.O1.1 Collect data in order to develop efficiency measures	• Define strengths and weaknesses of College efficiency	District Funds	2016-2017	**College Planning Council** ESM Technology Committee Maintenance & Operations
G2.O1.2 Define efficiency criteria for physical resources, fiscal expenditures, and student completion	• Utilize efficiency evaluation measures in planning and operations			
G2.O1.3 Identify target areas for improved efficiency	• Establish budget for improving College efficiency			
G2.O1.4 Identify needed infrastructure to promote greater efficiency in target areas	• Create evaluation plan and calendar for improving college efficiency			
G2.O1.5 Develop budget for improved efficiency initiative				
G2.O1.6 Develop evaluation plan and calendar for improved efficiency initiative				
G2.O1.7 Develop measures for "return on investment" for all areas of operation				

Objective 2 (G2.O2):
Refine analyses and implement planning process improvements to optimize resource efficiency

Performance Outcome:
Planning processes incorporating resource efficiency to optimize institutional capacity

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G2.O2.1 Implement strategies to maximize FTEF to FTES ratios (efficient section growth/reduction, maximize scheduling of facilities, improve success/retention, shorten completion)	• Reduce cost/FTES • Integrate TCO accountability standards	District Funds Title V Equity Basic Skills	2016-2019	**College Planning Council** ESM PSR/RAC
G2.O2.2 Incorporate resource needs in program initiation and discontinuance to ensure educational viability	• Improve physical resource efficiency by shifting to sustainable infrastructure			Curriculum GEM
G2.O2.3 Incorporate "total cost of ownership" (TCO) accountability standards				
G2.O2.4 Review "Sustainability Plan" to align and integrate environmental sustainability standards	• Increase revenue beyond standard apportionment			
G2.O2.5 Incentivize activities and behaviors that improve student time to completion (Electronic Badging, 9+ units, Comprehensive Ed Plan)				
G2.O2.6 Expand group and online deliveries for Student Services				
G2.O2.7 Optimize Foundation sequences (Math, English, ESL) to improve completion				
G2.O2.8 Diversify revenue streams and leverage community partnerships to broaden resource development				

Objective 3 (G2.O3):
Acquire infrastructure necessary to maximize improved efficiency processes

Performance Outcome:
New infrastructure institutionalizes processes and procedures for optimizing institutional capacity

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G2.O3.1 Utilize Taskstream as planning and assessment management tool	• Acquired infrastructure improves College's ability to optimize efficiency	District Funds	2016-2019	**College Planning Council** ESM PSR/RAC Maintenance & Operations Information Services
G2.O3.2 Implement room scheduling software Infosilem to maximize physical space		Title V		
G2.O3.3 Pilot mobile tablet/computer carts to address limited computer classroom space	• Planning processes stabilized through dynamic platforms	Equity Basic Skills		
G2.O3.4 Create an enrollment management system to optimize section offerings, scheduling, and integration with student ed plans	• Growth and reduction efficiently managed through infrastructure that allows for anticipatory planning			
G2.O3.5 Identify and implement "retention" infrastructure to improve success/retention/completion				
G2.O3.6 Expand and improve infrastructure (Solar, Central Plant, Thermal Energy Tank) to promote "environmental sustainability"	• Optimized efficiency of resources enables expansion and creation of initiatives that promote student success			
G2.O3.7 Expand Resource Development Infrastructure				

Objective 4 (G2.O4):
Evaluate and improve efficacy of efficiency processes and infrastructure

Performance Outcome:
Optimized efficiency initiatives maximize institutional capacity for student success, retention, and completion

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G2.O4.1 Evaluate efficiency metrics and improvements in success/retention/completion	• Identify strengths and weaknesses of improved efficiency measures	District Funds	Annual Monitoring Report	**College Planning Council** Institutional Research Budget Services
G2.O4.2 Assess strengths and weaknesses of new efficiency metrics and criteria	• Initiate improvements to infrastructure, practices, and policies			
G2.O4.3 Assess effectiveness of acquired infrastructure	• Create an evaluation process to ensure improvements achieve desired results			
G2.O4.4 Evaluate end-user satisfaction of tools, practices, and policies				
G2.O4.5 Evaluate savings from "environmental sustainability" improvements				
G2.O4.6 Develop analytics to be more pro-active in long-term planning				
G2.O4.7 Evaluate "return on investment" for the initiative				

Goal 3 (G3): Create new supports and interventions to close the achievement gap for all disproportionally affected groups (students, staff, faculty, and administrators).

Guiding Principles:

- Equitable outcomes are embraced by the College as a moral obligation

- The college and its professionals need to transform in order to be successful in this initiative

- Interventions need to be scaled appropriately for maximum impact

- Equity-minded practices need to be coordinated and integrated through all layers of the College

- All efforts will have measurable impact

Objective 1 (G3.O1):
Identify and explore the institutional barriers hindering equity

Performance Outcome:
Develop and communicate the College's approach to ensuring equitable outcomes and infuse into all levels of planning

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G3.O1.1 Identify areas and levels of disproportionate impact **G3.O1.2** Continue to conduct campus climate focus groups to understand equity issues among the Fontana, Chino, and Rancho constituents **G3.O1.3** Identify target focus areas from M2C3 "Chaffey College Campus Report" **G3.O1.4** Create opportunities for open and regular dialog about issues hindering equity **G3.O1.5** Create a core competency explicitly addressing equity **G3.O1.6** Enhance President's Equity Council role in synthesizing College-wide efforts to advance equity initiative **G3.O1.7** Review and integrate Equity Plan, budget, and evaluation to better align with emerging College initiatives	• Establish a clear understanding of College strengths and challenges related to advancing equity • Prioritize key indicators to be addressed by Equity initiative • Integrate equity initiative into other campus-wide efforts • Review and update budget for advancing equity initiative • Review and update evaluation plan and calendar for advancing equity initiative	District Funds Equity Title V	2016-2017	**President's Equity Council** CPC ESM Outcomes and Assessment Faculty/Classified Senate C2M3/Gallup

Objective 2 (G3.O2):
Implement strategies to advance equity initiative

Performance Outcome:
Strategies to advance equity are visible and explicit in all areas of operations

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G3.O2.1 Expand professional learning opportunities for all personnel (FLEX, VISIONS, CORA, etc.) **G3.O2.2** Create more opportunities for the student voice to expose hidden barriers **G3.O2.3** Prioritize key interventions in areas that directly impact students (Instruction, Student Services, Academic Support) **G3.O2.4** Expand High School Partnership in order to improve transition from K-12 to college **G3.O2.5** Expand mentoring programs for all groups to promote connectedness (students, staff, faculty, administrators) **G3.O2.6** Coordinate implementation efforts to ensure cohesive and consistent initiative	• The College identifies key interventions to create a cohesive initiative • Major service areas all commit to focusing on key interventions in a widespread and comprehensive manner • Coordination with High Schools within the District improves college-going rate of all community residents • Mentoring programs within the institution promote all constituents feeling connected, engaged, and valued	District Funds Equity Title V	2016-2019	**President's Equity Council** CPC ESM Professional Development Marketing

Objective 3 (G3.O3):
Promote diversity within the College by refining student recruitment strategies and enhancing hiring practices for College personnel

Performance Outcome:
Student population and staffing reflects the diversity of the community within District service area

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G3.O3.1 Expand student recruitment efforts, specializing approaches for Rancho, Chino, Fontana, DE	• College's student populations reflect the diversity of the community	District Funds Equity	2016-2019	**President's Equity Council** ESM HR
G3.O3.2 Update applications and interview questions to explicitly incorporate equity focus	• College's staffing reflects the diversity of the community			
G3.O3.3 Design and initiate training for personnel serving on hiring committees	• College practices exist and are monitored to ensure that students and staffing reflect the community			
G3.O3.4 Create recruitment strategies for employee areas that do not reflect the diversity of the community				
G3.O3.5 Expand student pathways to employment (apprenticeships, internships, "AA to MA Faculty Diversity Pathway Initiative")				
G3.O3.6 Hire "Director of Special Populations and Equity" to coordinate efforts aimed at promoting student equity				

Objective 4 (G3.O4):
Evaluate equity improvements and areas still needing to improve

Performance Outcome:
The College utilizes an objective evaluation process to ensure equity advances positively impact all disproportionately affected areas

Activities	Momentum Points	Funding Source(s)	Timelines	Responsible Leadership
G3.O4.1 Create an evaluation plan and instruments for assessing efficacy of initiative(s) **G3.O4.2** Work with outside consultants on evaluation to ensure objectivity **G3.O4.3** Identify achievements and areas still needing improvement **G3.O4.4** (Re)Commit to key values that effectively promote greater equity advances **G3.O4.5** Continuously monitor community demographics in order to respond to changing trends and emerging needs **G3.O4.6** Evaluate "return on investment" for the initiative	• Identify strengths and weaknesses of equity initiative(s) through annual monitoring report • Initiate improvements to equity measures, practices, and policies • Create and monitor the evaluation process to ensure improvements achieve desired results	District Funds Equity	Annual Monitoring Report	**President's Equity Council** CPC Institutional Research M2C3/ Gallup