Changes Begun or Implemented during the Self-Evaluation Process

Standard(s)	Summary of Change
I.B.1, I.B.2, I.B.4, I.B.9	The College initiated discussions about the effectiveness of links between Program Reflections, the Program Review annual updates and action plans, and the Planning and Resource Allocation Process. As a result of the discussion, the College endorsed the implementation of an institutional performance management system (TracDat) that can link processes more effectively than current Word/PDF documents. This will help the College improve the effectiveness and efficiency of its assessment and integrated planning processes (see also QFE Action Project 2).
I.B.2	The Academic Senate established a dedicated Learning Assessment Committee to provide ongoing support for outcomes assessment processes. The committee developed a plan to establish systematic assessment of course and program outcomes (fall 2015). LAC also developed new support resources, including an SLO Checklist that standardizes expectations for writing SLOs, a Course SLO Assessment Rubric to guide faculty as they complete Instructor Reflections, and an SLO Assessment Policy (under review, spring 2016).
I.B.9	Began work on updating the 2009 Shared Governance Handbook. Completed a draft *Resource Guide to Decision-Making* in spring 2016, and began a draft of an Integrated Planning Handbook (expected fall 2016). In addition to updating procedural documentation, the handbooks will promote better shared understanding of integrated planning processes and roles.
II.A.6	The College engaged in strategic enrollment management discussions through a series of Recruitment to Completion retreats on campus that focused on creating stronger pathways for students. In addition, during the spring 2016 semester, the College worked with an external firm (Collaborative Brain Trust) to review and improve enrollment management practices. The College will begin implementing recommendations from the CBT workgroup, including recommendations for publicizing suggested course plans.
II.A.6	During discussion of the effectiveness of scheduling processes, the College recognized that data available from the current Student Information System (SIS) were either unavailable or insufficient to support strategic enrollment management planning. In fall 2015, the College began an implementation of an Enrollment Management System (EMS), which includes data that can be used to inform scheduling and evaluate the effectiveness of scheduling practices related to timely completion of certificates and degrees (see also QFE Action Project 1).

Standard(s)	Summary of Change
III.A	The College has begun discussions of its current organizational structure to ensure that key positions and needs are filled.
III.B	The College began to lay the groundwork for a new Facilities Master Plan in spring 2016.
III.D.1	Updates to the Administrative Services website (including links to annual budgets and annual financial audits) were made to improve timely dissemination of financial information throughout the institution.
III.D.1	The College has developed and began to implement strategies for increasing shared understanding of the College's fiscal health, including multi-year modeling tools and campus-wide presentations related to budgeting
III.D.1 III.D.5	During the spring 2016 semester, the College worked with an external firm (Collaborative Brain Trust) to review its finances and develop recommendations for addressing its structural deficit without the use of one-time funds. The College has begun implementing recommendations from CBT, including the development of 3-year budget planning and modeling worksheet.
IV.A.5 IV.A.7	The College began an examination of its participatory governance and decision-making structures, with the assistance of Collaborative Brain Trust (CBT). In spring 2016, a work group comprised of faculty, staff, administrators, and a CBT facilitator began meeting to develop a proposal for re-structured governance and decision-making processes, in order to increase the effectiveness of governance structures at the College.
IV.C.7	The College resumed its Board Policy revision process in order to work towards adoption of policy language provided by the Community College League of California. In support of this effort, the Board Policy Website was slightly restructured to make the progress toward this goal more visible.