

Aligning QFE Action Projects with LAVC's Strategic Priorities

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The Quality Focus Essay (QFE)

- QFE action projects directly lead to **improvement of student learning and/or achievement outcomes** at the institutional level.
- The QFE provides a framework for institutions to implement **innovative ideas** and projects designed to **positively impact student learning and achievement** over a multi-year period.
- Action projects described should be **realistic and workable** and should culminate in a set of **observable and measurable outcomes**.
- The rationale for the action projects should be **grounded in data and evidence**, and consistent with the findings elsewhere in the ISER.

College-Approved Strategic Priorities

Approved by Institutional Effectiveness Council June 2, 2020

Approved by College President June 4, 2020

- 1. Equity**
- 2. Access**
- 3. Success**

*Sets priorities and direction for established institutional goals (e.g., EMP, Vision for Success, and other plans.) Using the lens of the Strategic Plan brings other plans into sharper focus, puts equity at the forefront of the work we do in all other areas, and provides a focused framework for departmental annual goals and future planning for the college.

Vision for Success (through 2022)

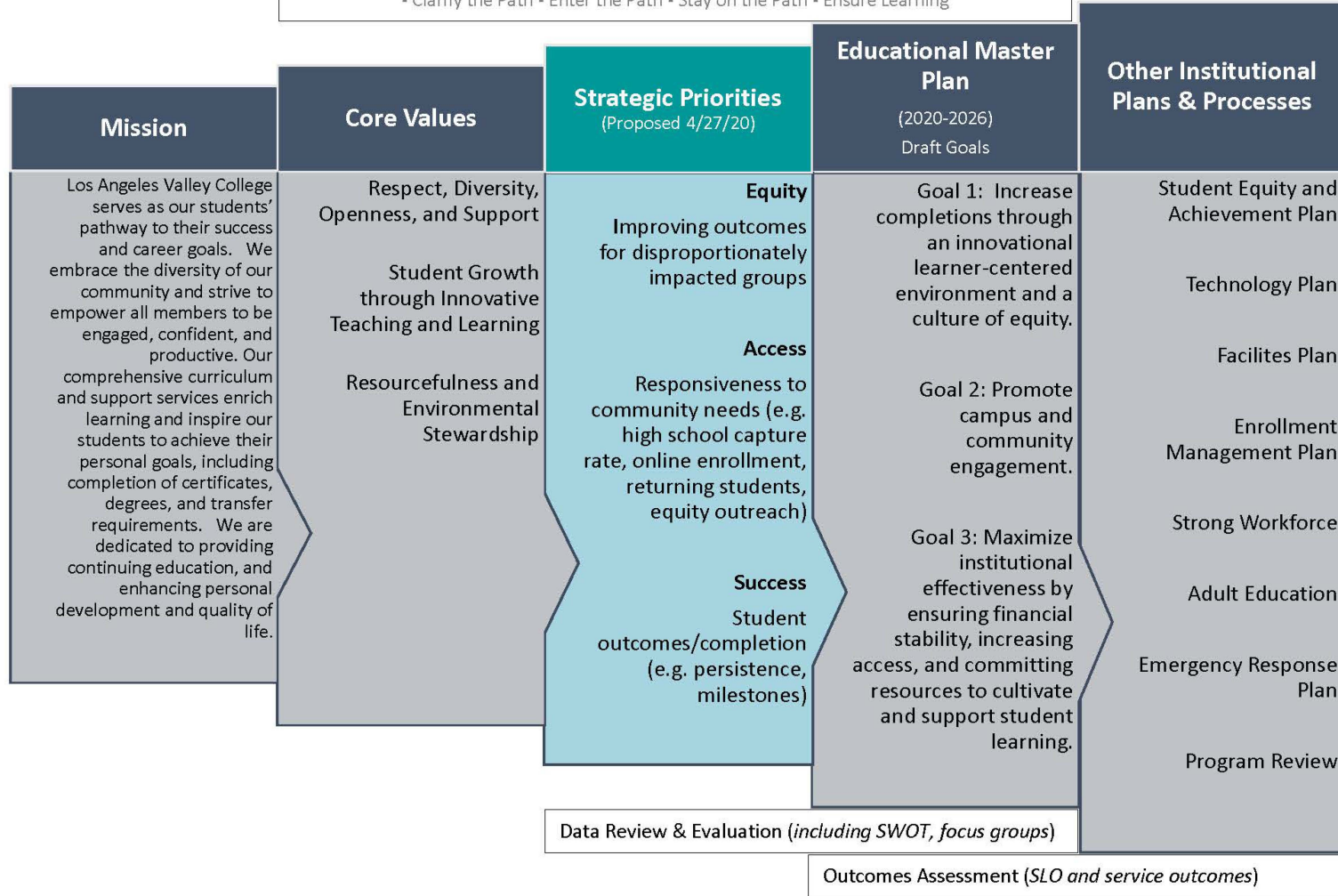
- Increase degree and certificate completion
- Increase transfer
- Decrease units accumulated
- Increase employment in field of study
- Reduce equity gaps

LACCD District Strategic Plan (2018-2023)

- Access to Educational Opportunities
- Premier Learning Environments
- Student Success and Equity
- Organizational Effectiveness
- Fiscal Integrity

Guided Pathways Framework

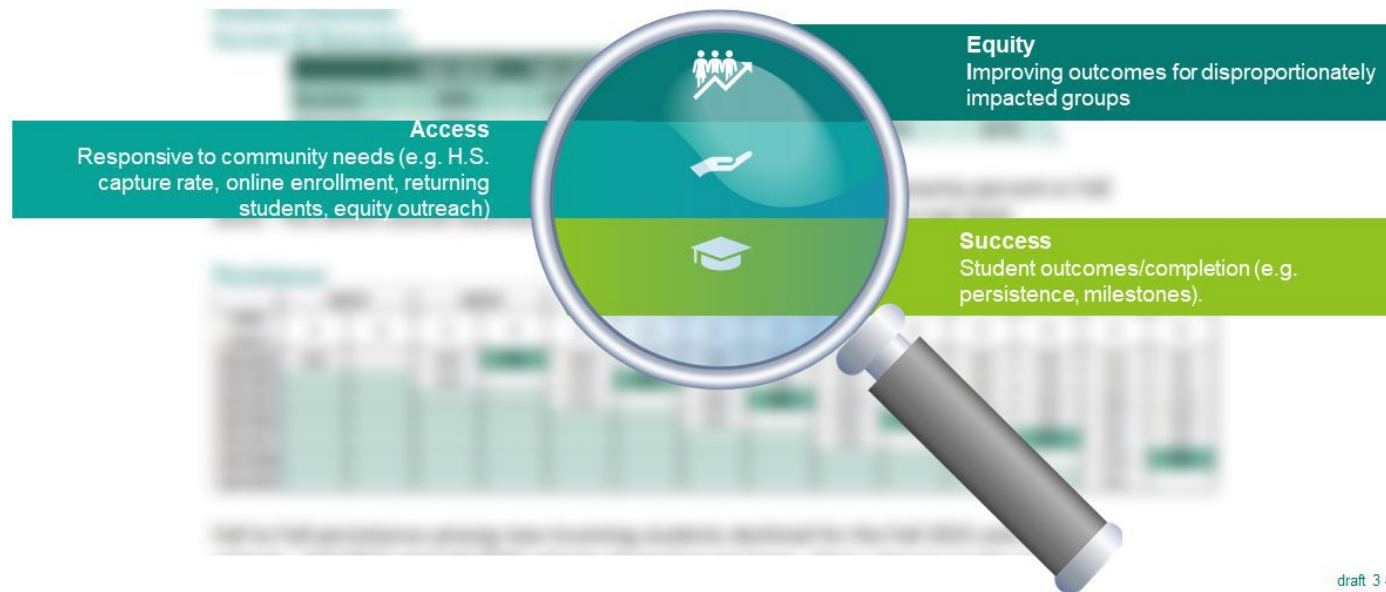
- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning



Application of Strategic Priorities

LAVC Strategic Priorities

Focusing on our priorities 2020-2022



draft 3 4/27/20

Strategic Priority #1 EQUITY

Focused on outcomes for traditional Disproportionately Impacted (DI) groups by increasing support and infrastructure for identified populations from the Student Equity Plan (e.g., African Americans, LGBT, Veterans, Foster Youth)

Proposed Action Project from last Mega-Meeting Possible Alignment:

Build on the draft Call to Action anti-racism plan being developed (addresses classroom instruction, hiring, campus climate, etc.) and implement. Take a hard look at our disproportionate impact data, and redirect resources accordingly.

Strategic Priority #2 ACCESS

Responsive to community needs (e.g., high school capture rate, online enrollment, returning students, equity students) by promoting community through internal and external connections; balancing capacity with student demand and need, and being a resource to the community.

Proposed Action Project Possible Alignment:

1. Apply a holistic approach to Basic Needs. Market related programs, college offices, and their activities. Integrate available resources into those programs, and institutionalize best practices for equity and accountability.
2. From Accreditation Steering Committee: Dual Enrollment (onboarding, CCAPs)

Strategic Priority #3 SUCCESS

Student outcomes/completion (e.g., Persistence Milestones) and promoting student achievement along the pathway (e.g., milestone interventions, support programs)

Proposed Action Projects Possible Alignment:

1. Identify campus infrastructure weaknesses and barriers in assisting students (lack of printing options, availability of a computer lab, use of jargon, increasing digital literacy, etc.) Where are we failing, and do we know what does not work for students?
2. Implement practices identifying students when onboarding and off boarding (focus on milestone metrics and how Guided Pathways spotlights them) to support increased transfer. Includes applying case management techniques without perpetuating a deficit mindset. Establish a triage during Week 2 and Week 12 and at the end of a term, if needed. Examples of good practices identified: tutor jams during crunch time and Early Alert. Further connect transfer to a career focus when helping students find their path.
3. Focus on persistence as we lose 70-80% of students (Guided Pathways peer mentoring; counselors; CGAs as triage; and involving students in the ASU and in other campus activities so they are more connected and experience a sense of belonging to the campus) to increase retention and completion.

The Quality Focus Essay (QFE)

The description of each project should include:

- an introductory discussion of the student learning or student achievement data that led to identifying the area of need or area of interest;
- a brief discussion of the anticipated impact of the project on student learning and/or student achievement;
- a description of anticipated measurable outcomes; and
- a detailed description of each project that includes specific activities to be completed, responsible parties, resources needed, and a timeline for completion.

Example (from last Action Project):

Project: Expand the role of data utilization in all levels of decision making to develop a culture of innovation.

Anticipated Outcomes and alignment with Standards:

Increase the use of data to direct institutional priorities (I.A.2)

Sustained, substantive and collegial dialog about student outcomes and equity (I.B.1)

Sustained communication and monitoring of Institutional-Set Standards for student achievement (I.B.3)

Systematic institutional use of assessment data (I.B.4)

Shared understanding of College strengths and weaknesses to set appropriate priorities (I.B.8)