



Quality, Improvement and LAVC

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A Successful Self-Evaluation Process

- Evaluate and provide evidence that our policies and practices **align** with Standards.
- Measure **effectiveness** of our institution-set standards for student achievement and learning outcomes.
- Provide and **analyze** existing evaluation, planning, and improvement data.
- Assess, based on analysis of data, the **quality** of the institution's programs and services and its institutional effectiveness, and then in turn formulate plans and actions for **improvement**.
- **Involve** the institutional stakeholders who have a role in improving institutional quality.
- The College is also asked to discuss, in a **Quality Focus Essay (QFE)**, two or three projects it has identified to improve student learning and/or student achievement.

The Question of Quality

- “Evidence of continuous quality improvement”
- “Continuous quality assurance to the public”
- “Quality improvement for students” (includes Distance Education delivery)
- “Thoughtful examination of institutional quality”

Who defines quality?

Compliance + Improvement = Quality

- Self-evaluation allows the institution to conduct an in-depth and comprehensive examination of the **quality** of its programs and services, its **institutional effectiveness** in support of student success, and its processes for **continuous improvement**.
- Accreditation is both a process and a status. It is a process of review that ensures institutions provide **quality programs and services** to students, have sufficient **quality resources** to maintain those programs and services, and have structures and processes in place to provide **continuous support** for the programs, the services, and above all, student learning.
- Accreditation has a **dual purpose** of both compliance and improvement. The Commission's Standards describe institutional best practices that will lead to **achievement of mission and to improving educational quality**.

Improvement Plans vs. the QFE

- Self-Identified Improvement plans (a.k.a. planning agenda)

Purpose: Plans to strengthen college's alignment to specific standards

- Quality Focus Essay (QFE)

Purpose: Long-term plans to improve student learning and achievement

- The Peer Review Teams will provide constructive feedback on the QFE.

The Quality Focus Essay (QFE)

- Plan two or three **action projects**, arising out of the institutional self-evaluation, intended to have a positive impact on **improving** student learning and/or student achievement **over a multi-year period**.
- Opportunity to be **innovative** and to propose new ideas and projects that will **improve** student learning and/or student achievement at the institutional level.
- The QFE will include for each project 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 measureable outcomes**, and a detailed description of each project.

QFE in Detail

- Each project includes specific activities to be completed, responsible parties, resources needed, and a timeline for completion.
- The projects should be realistic and workable and culminate in a set of observable and measurable outcomes.
- The QFE's factual basis and data analysis should be consistent with the other portions of the college's ISER, including student achievement data.
- The QFE will provide the institution with multi-year, long-term directions for improvement of student learning and student achievement data.
- In the Midterm Report, the institution will provide a progress report on the outcomes of the projects. activities to be completed, responsible parties, resources needed, and a timeline for completion.

Breakout Room Group Activity

- In your inter-standard groups, **identify an area of need or interest** that focuses on improving student learning and student achievement over a multi-year period.
- **Identify the student learning or student achievement data** that led to identifying the area of need or area of interest.
- *****Extra credit***: Propose a project** for the college to address the area of need or interest.

Measurements of Quality?

- Course, Certificate, Degree, and Transfer Data?
- SLO Assessments?
- Vision For Success Metrics?
- Other?

Our **Institution-Set Standard** (floor) for successful student **COURSE COMPLETION** rate:

2017-18	2018-19	2019-20
66 %	66 %	66 %

Our **stretch goal** (aspirational) for successful student course completion rate:

2017-18	2018-19	2019-20
71 %	71 %	71 %

Our **actual** successful student course completion rate:

2017-18	2018-19	2019-20
71 %	71 %	72 %

Our **Institution-Set Standard** (floor) for **CERTIFICATES**:

2017-18	2018-19	2019-20
690	690	690

Our **stretch goal** (aspirational) for certificates:

2017-18	2018-19	2019-20
1,081	1,123	1,168

Our **actual** number or percentage of certificates:

2017-18	2018-19	2019-20
1,153	1,124	1,280

Our **Institution-Set Standard** (floor) for **DEGREES**:

2017-18	2018-19	2019-20
788	788	788

Our **stretch goal** (aspirational) for degrees:

2017-18	2018-19	2019-20
1,381	1,434	1,491

Our **actual** number or percentage of degrees:

2017-18	2018-19	2019-20
1,400	1,575	1,938

Our **Institution-Set Standard** (floor) for the students who **TRANSFER** to a 4-year college/university:

2017-18	2018-19	2019-20
702	702	702

Our **stretch goal** (aspirational) for the students who transfer to a 4-year college/university:

2017-18	2018-19	2019-20
1,146	1,221	1,306

Our **actual** number of the number or percentage of students who transfer to a 4-year college/university:

2017-18	2018-19	2019-20
1,079	1,076	1,106