

## 6.1 - Quality Improvement Initiatives

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Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

### 6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

### 6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

### 6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

## Responses

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### 6P1a. Selecting, deploying and evaluating quality improvement initiatives

LCCC defines quality initiatives as purposeful actions that build the Institution's capacity to integrate continuous quality improvement (CQI) within processes and produce better outcomes. At the micro-level (program or function), these are initiatives or projects intended to build capacity for specific programs or functions to better focus on CQI and produce better outcomes. At the macro-level (strategic) these are large-scale initiatives, often encompassing multiple projects that build institutional capacity to better integrate CQI within our culture and produce higher levels of outcomes leading to mission attainment.

To facilitate the selection, deployment, and evaluation of quality initiatives, LCCC has developed an [institutional model](#) of CQI that incorporates three primary processes. Through these processes, the College conducts quality improvement initiatives at the unit/program and institutional levels. The three processes include:

1. The Strategic Planning Process

2. The Academic Program Assessment and Review Process
3. The Service & Support Function Assessment and Review Process

All three processes have been described in greater detail earlier and throughout this portfolio. However, it is worth describing the common elements that exist across all three processes that demonstrate the deep integration of the CQI model at LCCC. First, all have individuals purposefully selected to guide and facilitate the processes, whether those are a diverse, representative group of individuals representing all constituencies for strategic planning, program faculty, or staff charged with overseeing specific service and support functions.

Second, all three processes incorporate the identification of a primary purpose, whether that be the mission of the Institution, the curricular outcomes of programs and courses, or the desired outcomes of the service and support functions. Tied to these purposes are indicators and measures that demonstrate the level of purpose achievement.

All three processes have identified stakeholders, and they engage these stakeholders through various feedback systems to inform the lead individuals. Feedback system examples include environmental scanning associated with the strategic planning process, the AQIP accreditation process that influences both strategic and operational planning processes at the academic and service/support function levels, and stakeholders' direct input through surveys, advisory boards, focus groups, etc.

Finally, all three processes incorporate short-cycle and long-cycle (or what LCCC refers to as annual assessment or strategic) planning elements. The long-cycle planning elements are most closely relevant to the AQIP definition of quality improvement initiatives as they tend to reside more at the macro-level, although some short-cycle plan goals are central to the LCCC model of continuous quality improvement. Planning elements (goals and objectives) are influenced by the assessment of performance on the indicators, feedback from stakeholders and feedback systems, and include evaluation plans.

### **6P1b. Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums**

One of the most influential feedback systems LCCC uses within its CQI processes is the AQIP pathway for institutional accreditation. The College believes that continuous improvement is a process, and accreditation is one very important way it validates how effective LCCC's CQI model is. Throughout this systems portfolio, it should be evident that the accreditation criteria, AQIP standards, and previous appraisal and action project feedback have heavily influenced how LCCC functions as an Institution and the quality improvement initiatives it has identified, shaped, and implemented. Thus, LCCC's process for aligning AQIP elements is through the CQI model described in the previous section.

Within this context, the College has developed a CQI system that uses the mission and strategic planning process to guide selection of long-cycle CQI projects. For example, strategic plan [goal one](#) (pg. 7) directed the formation of large-impact projects such as curriculum redesign and academic master planning that have evolved into the current Guided Pathways initiative.

Strategic plan [goal three](#) (pg. 12) led to the concept of the service/support functions review process that is becoming the third leg of LCCC's CQI model. Armed with this directive, the College utilized its most recent strategy forum to set the structure for the creation and implementation of the service and support function review process.

For another example, a common theme that ran through the Quality Check-Up Report (September 24, 2012) was the recommendation to sustain the reset for the commitment to CQI through the College's then newly launched CQI model and to make AQIP principles inherent in daily operations while instilling CQI into organizational design, operations and culture. The Report recommended that the new leadership direct, encourage and empower internal and external stakeholders ([see pp. 11-12](#)). In addition, it recommended that LCCC focus on assessment and oversight and eventually develop process mapping and offer staff development in processes.

This feedback helped inform the College's strategic planning in 2013, as well as the substantial work that was exerted to systematize many of the CQI processes that would be later assessed in the 2014 Systems Portfolio. The appraisal confirmed what the College knew, that it was moving from a reacting to a systematized level of maturity as an Institution. But it also affirmed what was embodied in the goals and strategies of the strategic plan, which has been a foundation of the continued work found in LCCC's action projects, focused on in the Strategy Forum, and the genesis for the processes and culture described in this systems portfolio. Through the purposeful design and integration of the CQI model and the alignment of AQIP elements, LCCC has clearly moved to an aligned level of maturity and is nearing that of institutional integration.

### **6R1. What are the results for continuous quality improvement initiatives?**

The College has worked consistently, vigorously, and with great discipline to become an integrated institution with high-functioning processes, programs, and services. Thus, one way to examine the results of CQI initiatives is to assess if LCCC is achieving its mission, accomplishing its goals within the Strategic Plan, and making improvements on what it values most. These results have been provided throughout this systems portfolio; it is evident LCCC is making sustained and significant progress (see 1R1a and 1R2b, for example).

Much of the work at LCCC since the last systems portfolio report has been on designing implementing, and institutionalizing processes that comprise its CQI model. One effective way of assessing the results of processes is by monitoring the activity they generate, for it is through the disciplined approach to this activity that initiatives are implemented and evaluated, programs and functions are improved, outcomes are achieved, and the mission is attained.

Since 2012, results, as assessed by process activity that have come through disciplined adherence to LCCC's CQI model, include the following:

#### Strategic Planning

- 25 of 56 strategic plan (2013-2020) strategies have been completed and are now part of the Institution's operations.

- Six significant Capital Construction projects are completed or in progress.
- More than \$95 million invested in the transformation of LCCC's physical environment.
- 105 College faculty and staff directly involved with Guided Pathways.

#### Academic Program Assessment and Review

- 41 academic programs have gone through full review cycles.
- 55 assessment plans established (113 learning competencies, 112 operational outcomes).
- 973 peer review comments (an average of 89 feedback comments per program) for 2016-17 cycle.
- 11 programs generated 45 best practices at a rate of 4.1 best practices per program.
- 11 reviews engaged 51 faculty members for 2016-17 cycle.

#### Service/Support Function Assessment and Review

- 105 people engaged in the development of planning content.
- 24 peer reviewers including 7 Cabinet members.
- 115 completed function assessment plans were peer-reviewed with feedback comments.

#### **6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?**

Although there are numerous micro-level quality initiatives in progress or planned for the near future, many of which are discussed throughout this portfolio, only those macro-level ones are shared here. Based on the results and definition offered above and denoted throughout this portfolio, LCCC is in the phase of "completing what we have started." Thus, the College's quality improvement initiatives at the macro-level that are in progress or planned for the next few years generally follow the three areas in the [FOCUS 2018-2020](#) refinement to the LCCC strategic plan. These include the following.

The Guided Pathways model is an integrated, institution-wide approach to improve student success based on intentionally designed, clear, coherent and structured educational experiences. LCCC is one of 13 community colleges in the nation that are participating in the American Association of Community Colleges Guided Pathways 2.0 project.

LCCC is developing a comprehensive and coordinated strategic enrollment management (SEM) planning process to identify enrollment goals aligned with the optimal recruitment, retention, and success of its students. SEM planning will focus on the effective integration of administrative processes, student services, curriculum planning, and market analysis to reach the College's student enrollment and completion goals in a constantly changing and competitive environment. This includes a SEM Readiness Assessment in AY 2018/2019 and SEM Master Planning in AY2019/2020.

With a focus on the future, and by aligning to current and emerging needs of our communities, state and nation, LCCC will develop a strategic academic program plan for the modification of existing degree and certificate programs and the addition of new. Environmental scanning tool

place in the summer of 2018, with employer/stakeholder engagement in the fall of 2018, and anticipated plan development and launch in the spring of 2019.

A robust performance evaluation model (system) will aid in the accurate and consistent performance assessment of LCCC's people, enabling specific employee improvement within current roles and competency-based, focused development toward the fulfillment of future roles at the College. Accomplishing this goal will require aligning employee job performance with meaningful, role-focused competency models in order to foster shared understanding and establish clear expectations across LCCC; providing employees with more consistent performance feedback and enabling better coaching on the part of supervisors; allowing for better institutional tracking and reporting of employee performance across levels and groups; and tying employee development and performance assessment to function outcomes.

The College has made substantial progress on its service/support function assessment and review process to help its support and service functions focus on continuous improvement. These efforts will be finalized and culminate in a comprehensive system to mirror that used for academic program offerings. Function identification and context have been completed, with baseline data gathering and initial improvement plans to be developed in spring of 2019. Multi-year comprehensive review process will be developed in the summer of 2019 and launched in AY 2019/2020.