

# Promising Practices: Systemic Institutional Improvement

*2010 Leader Colleges*



Achieving  
the Dream™

Community Colleges Count

December, 2010

# Overview

- **Every Achieving the Dream institution develops and implements research-based policies and practices based on an analysis of its institutional strengths, problem areas, and achievement gaps.**
- **The colleges are committed to assessing the effectiveness of their policies and practices, institutionalizing approaches that prove successful, and sharing their findings widely.**
- **This deck is a working document, providing an overview of some promising practices in “Systemic Institutional Improvement” for improving student outcomes as reported by the 2010 Leader Colleges.**

# Please, Keep in Mind...

- **These promising practices are implemented as part of Achieving the Dream's larger student-centered model of institutional improvement.**
- **These institutions have committed to Achieving the Dream's four guiding principles and five-step process of institutional improvement, and are creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to improve student outcomes.**
- **Attempts to replicate any promising practice described in this deck should be done in the context of Achieving the Dream's integrated institutional improvement framework.**

The college establishes planning processes that rely on data to set goals for student success and then uses the data to measure goal attainment. The college regularly evaluates its academic programs and services to determine how well they promote student success and how they can be improved. Decisions about budget allocations are based on evidence of program effectiveness and are linked to plans to increase student success. Faculty and staff are afforded professional development opportunities that reinforce efforts that help to close achievement gaps and improve overall student success.

# Systemic Institutional Improvement



# Systemic Institutional Improvement

- **Mountain Empire Community College**  
Cooperative Learning Professional Development for Faculty
- **Valencia Community College**  
Expansion of Supplemental Learning



## Mountain Empire Community College: *Cooperative Learning Professional Development for Faculty*

After research on campus and off, MECC's accreditation team decided to include cooperative learning as part of MECC's QEP. The QEP includes provisions for training faculty in the use of cooperative learning in traditional classrooms, and for the application of cooperative learning concepts to reduce the disparities in student outcomes in distance learning.

MECC has expanded the number of full-time and adjunct faculty who have received cooperative learning training during the 2009-2010 school year: In fall 2009, 11 faculty members participated in a beginning cooperative learning workshop that was led by faculty from Patrick Henry Community College; In spring 2010, an additional 17 faculty/administrators participated in the basic course and 10 faculty/administrators participated in an advanced course; Since the training, 10 faculty members have received stipends to plan for the implementation of cooperative learning in their courses; and two of three Division Deans have now been trained in cooperative learning and can explain the benefits of using it to faculty.



# Mountain Empire Community College: *Cooperative Learning Professional Development for Faculty*

## Completion Rates for Degrees or Certificates for Achieving the Dream Cohorts

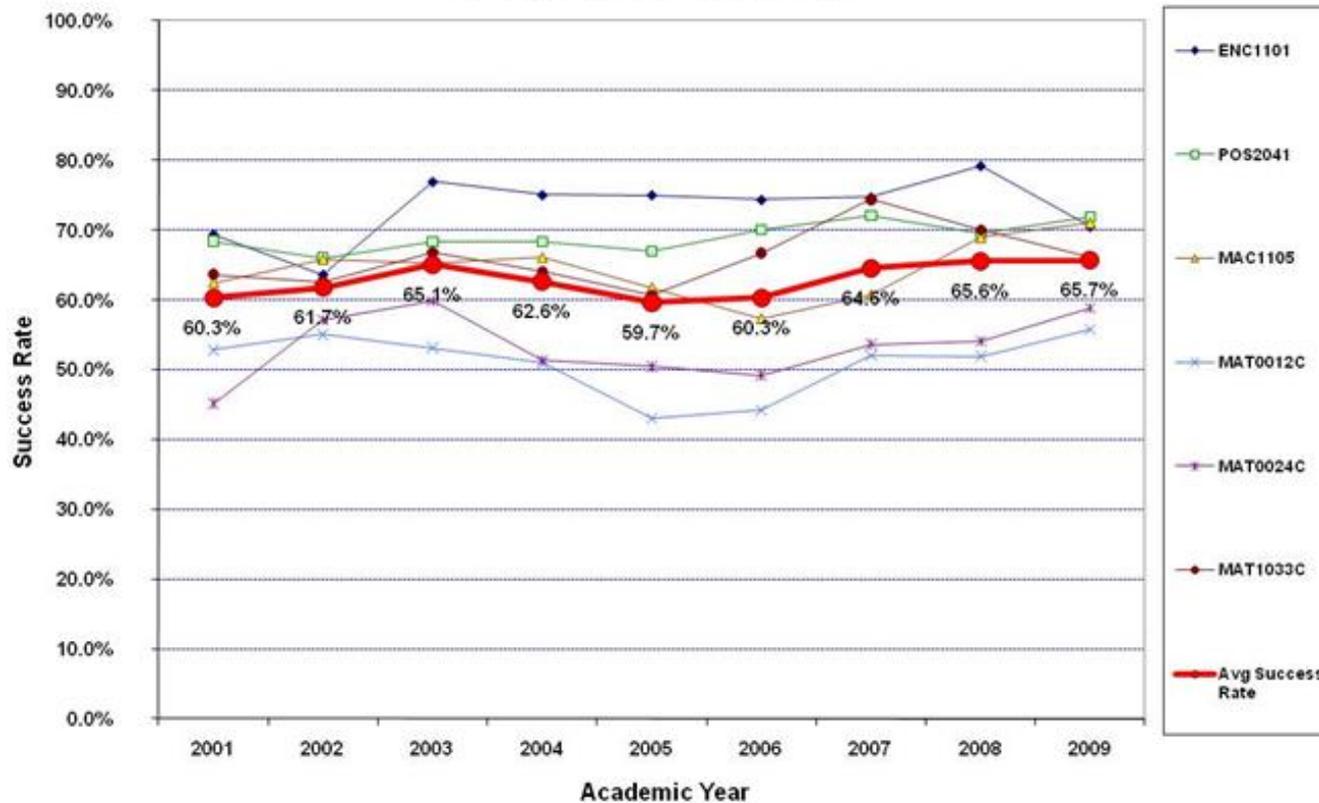
Cohort	Completion Period	All Fall Full-Time and Part-Time Program-Placed Enrollment	First-time, Fall, Full-Time and Part-Time Program Placed (AtD) Enrollment	Graduate Cohort of First-time, Fall, Full-Time program Placed (AtD) Enrollment	% FT AtD Cohort Completers
<b>2002</b>	2002-2005	2283	670	452	18.1%
<b>2003</b>	2003-2006	2148	631	450	22.4%
<b>2004</b>	2004-2007	2046	564	432	23.4%
<b>2005</b>	2005-2008	1936	579	394	26.9%
<b>2006</b>	2006-2009	1914	615	464	23.3%*

\*2006 would be 24.9% if the enrollment in the Commercial Truck Driver Program was eliminated from this data set. None of the students (30) in this Career Studies Certificate were completers because they could sit for their licenses before completing all of the Certificate courses. None of the students completed all of the courses beyond those required to sit for the exam.

## Valencia Community College: *Expansion of Supplemental Learning*

Supplemental Learning (SL), Valencia's approach to supplemental instruction, continues to be a successful and popular strategy among faculty and students. The program has been institutionalized and is now under the leadership of the Director of Student Success. It is offered on all campuses and continues to grow. The number of students served by SL increased from 5,584 students in 2007-08 to 8,525 students in 315 sections in 2009-10. Students and SL Leaders receive continuous training and there are SL Coordinators on each campus. The interaction between the faculty, student leaders, and the students has created a learning community, which has impacted student performance in courses.

**Overall Success Rate (Grades of A, B or C)  
All Ethnicities Combined**



Success rates in the six target courses for all FTIC Degree-Seeking students.

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