Continuous Improvement of Teaching and Learning through Communities of Practice

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Board of Trustees Meeting
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Engaging Adjunct Faculty in the Student Success Movement Grant
Challenges Addressed Through Grant

• Lack of awareness of campus resources

• Limited interaction with faculty colleagues

• Institutions may not benefit from adjunct faculty experience
The Value of Communities of Practice

• Share instructional resources and techniques

• Address instructional issues through targeted professional development and classroom interventions

• Benefit from the experience of social learning around a shared interest or passion

• Produce and disseminate resources that affect practice and reflect practical experience

Experiences of Part-time Community College Faculty (CCRC, 2018)
Community of Practice Member Training (Washington SBCTC, 2017)
Communities of Practice

**groups** of people who **share** a concern or a passion for something they **do**, and **learn** how to do it better as they **interact** regularly.
Starting New CoPs
## Topic Areas

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Engagement in CoPs

Typical CoPs meet every three weeks for 1.5 hours.

In 2018, CoPs collaborated on campus for an estimated 230 hours.

7 of 14 CoPs included both adjunct and full-time faculty.
Supporting CoPs

- Orientation week info sessions
- Academy support for CoP professional development
- CoP Start-Up and Facilitation Trainings
- CoP Advisory Team
- Consulting with Experts
Dissemination

• Annual CoP Share-ousel to display work and receive feedback from other CoPs
• Curate and share digital artifacts
Lifecycle of a CoP

Institute and Book Discussion on Classroom Research

- Designed research studies to measure impact of new teaching strategies to address student learning gaps
- Individual classroom results inform continued practice
- CoP developed and shared Classroom Research Practitioner’s Guide
Impact on Practice and Student Learning

BIOLOGY: Metacognitive Strategies
• Incorporating lesson on growth mindset resulted in 8% higher exam scores than sections without the lesson

ART: Flipped Classroom Design
• Faculty member observed more “sophisticated and meaningful” discussion in flipped classroom
• Students reported favorable feedback on the opportunity to “process basic information outside class at their own pace.”
Continued Program Evaluation

• Correlation between CoP involvement and student outcomes (CCRC)

• Faculty perceptions of CoP impact and institutional support (CCRC)

• Partnership with faculty to consistently measure impact on student learning
Thank you for the opportunity to share the work our faculty are doing to support student success!

We welcome any questions