Making Meaning Through Faculty Learning Communities (FLCs)

AACU Conference on General Education, Pedagogy, and Assessment
Reflection and Meaning-Making in Turbulent Times
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About Us

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Session Outline

- Introductions
- Definition of an FLC
- Our Story
- Findings
- Best Practices in FLC Design
- Simulation Activity
- Questions and Comments
MDC By the Numbers

Who Are We?

- 73% of our credit enrollment are Hispanic students.
- 70% of students work while enrolled.
- 61% of students attend part-time.
- 16% Black non-Hispanics.
- 11% White non-Hispanic and Other.
- 53% are first generation college students.
- 5% w-income.

http://www.mdc.edu/about/facts.aspx
FLCs at MDC

- Campus Learning Communities
- Data Academy Faculty
- Earth Ethics Institute Faculty Council
- Faculty Success Academy
- Humanities Edge Grant Steering Committee
- IMPACT Teams
- Leadership Program
- Learning Outcomes Assessment Team
- Learning Outcomes Coordinating Council
- OER Advisory Council
- Project-Based Learning Work Group
- QEP Faculty
- SAI Leadership Team (and sub-teams: Mentoring, Advising, Teaching & Learning, etc.)
- Spring Break Seminar Faculty
- Teagle Grant Project Teams
What kind of institution do you work at?
What is your primary role at the institution?
Where are you in your work with FLCs?
What kind of resources and support do you have for your FLC?
Join at Slido.com

#Q975
Definition of an FLC

“a cross-disciplinary faculty and staff group of six to fifteen members (8-12 members is the recommended size) who engage in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning development, the scholarship of teaching, and community building” (Cox, 2004)

Cohort-based       Topic-based
Common Elements of an FLC

- Mission and Purpose
- Curriculum
- Administration
- Connections
- Affiliated Participants

- Meetings and Activities
- Scholarly Process
- Assessment
- Enablers and Rewards

Cox, M.D. (2004) Introduction to Faculty Learning Communities. *New Directions for Teaching and Learning*, no. 97. Appendix B.
Our Story

Priorities for Academic and Student Success (PASS) 2017-2020

Contextualizing Liberal Education for Applied Reasoning (CLEAR) 2017-2020
Our Process

• **FLC Recruitment**: RFP process

• **Incentives**: "Task Points"

• **Timeline**
  - Fall
    - September: RFP phase
    - October: Review and announce
    - November-December: Design (bi-weekly meetings/training)
  - Spring: Implement (monthly meetings/training)
  - Summer: Study and reflect
Teagle Year 2 Faculty Projects

14 faculty (7 teams)

3 disciplines: Business, Arts & Philosophy and English & Speech Communication

6 campuses

221 students
• **LO 1:** Communicate effectively using listening, speaking, reading, and writing skills.
  - Communicating in the Business World
  - Career-ready! From Career Exploration to Landing that Job
  - Interview Skills
  - The Business of Writing
  - Business Minded

• **LO 2:** Use quantitative analytical skills to evaluate and process numerical data.
  - The Introduction of Literature Circles in the Principles of Macroeconomics Course
• LO 3: Solve problems using critical and creative thinking and scientific reasoning.
  • Career-ready! From Career Exploration to Landing that Job
  • Interview Skills
  • The Introduction of Literature Circles in the Principles of Macroeconomics Course
  • Business Minded

• LO 7: Demonstrate knowledge of ethical thinking and its application to issues in society.
  • Ethical Dilemmas for Business Professionals in the New Era of Innovation
Types of Interventions

• **Faculty consultant**
  - Co-curricular workshops
  - Shared learning materials in Learning Management System
  - Assignment design and assessment
  - Targeted co-curricular activity

• **Visiting professor**
  - Lecture
  - Reading Circles

• **Student Cohort**
Assessment Strategies

**Grant-level**
- Student survey
- Faculty survey
- Student retention and success data

**Course-level**
- Presentations
- Mock job interviews
- Writing samples: "ethical email" task, summary of interview
- Items on a final exam
Goal:
1. Embed the liberal arts meaningfully into business education college-wide.
2. Create a community of faculty throughout the College who collaborate to enhance students’ learning outcomes.
3. Create a successful model for eventual enhancement of liberal arts into other workforce subject areas beyond business education.

The following inputs, activities, output and outcomes represent the process as a whole.

**Inputs**
- Grant Funds
- PT-Adm Staff
- Dr. Faculty Development and Classroom Engagement
- Director, Learning and Program Evaluation (5 sessions)
- Faculty Stipends

**Outputs Activities**
- Recruitment
- Kick-off Meeting
- Bi-weekly Mtg
- One-on-one Sessions
- Assessment: Surveys and Focus Groups - Student Learning

**Outputs Participants**
- # Proposals
- # Faculty members
- # Attendance
- # training sessions
- The Curriculum
- #participants
- Qualitative Findings
- Student Learning Data Retention and Success Rates

**Outputs**
- Short
  - Implement intervention in course(s)
  - Capacity building for faculty
  - Increase teaching and learning activities
  - Peer review practices

**Outcomes**
- Medium
  - Sustained practices in the course/discipline
  - Engagement
  - Share results/findings

**Long-Term**
- Behavioral changes
- Broader teaching, learning and assessment
- Improve student learning
- Community of Practice across the College

**External Factors:** Competing Priorities; Logistics

**Assumptions:** Full participation; Understand the time commitment and grant expectations
Year 2 Faculty Survey: Grant Objectives

1. Did the grant produce the results that you expected in participating students’ understanding of liberal arts concepts?
   - YES 86%

2. The Teagle Foundation CLEAR grant supported cross-disciplinary development.
   - (TOTALLY) AGREE 86%

3. The Teagle Foundation CLEAR grant fostered a dialogue among my colleagues.
   - (TOTALLY) AGREE 100%

4. Through this grant process we created a community of faculty who collaborate to enhance students’ learning outcomes.
   - (TOTALLY) AGREE 86%
Year 2 Faculty Survey: The Faculty Experience

Which were the most valuable parts of the grant process?

1. Giving students an integrated approach to teaching and learning
2. Collaborating with colleagues from another discipline
3. Fostering a new culture of liberal arts contextualization at MDC

Which were the most difficult parts of the project implementation process?

1. Participating in the scheduled workshops/meetings
2. Finding the time to implement the changes
Year 2 Faculty Survey: How did your participation in this grant impact your teaching?

• Re-examined all my courses.
• Development of new activities; more big-picture thinking, more collaboration even outside my TEAGLE team
• I learned how to present my subject matter to other disciplines.
• I think that it made me more aware of the need to match assignments to specific Learning Outcomes. My team member and I developed a few rubrics which I intend to integrate into my classes; I think that in general, I am going to be more aware to look for opportunities to integrate additional material/resources into my classroom.
### Table 3 - CLEAR Cohort Pass and Retention Rates (2019)

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Students (n)</th>
<th>Course Pass Rate</th>
<th>Course Retention Rate</th>
<th>Spring-to-Summer Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG2021</td>
<td>29</td>
<td>86.2%</td>
<td>96.6%</td>
<td>69.0%</td>
</tr>
<tr>
<td>ACG2071</td>
<td>36</td>
<td>83.3%</td>
<td>86.1%</td>
<td>36.1%</td>
</tr>
<tr>
<td>ECO2013</td>
<td>35</td>
<td>68.6%</td>
<td>85.7%</td>
<td>62.9%</td>
</tr>
<tr>
<td>GEB1011</td>
<td>96</td>
<td>76.0%</td>
<td>93.8%</td>
<td>52.0%</td>
</tr>
<tr>
<td>ACG2071L</td>
<td>25</td>
<td>72.0%</td>
<td>96.0%</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

### Table 4 - ALL College Students Pass and Retention Rates (2019)

<table>
<thead>
<tr>
<th>Course</th>
<th>Total Students (n)</th>
<th>Pass Rate</th>
<th>Course Retention Rate</th>
<th>Spring-to-Summer Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG2021</td>
<td>1,328</td>
<td>72.2%</td>
<td>91.3%</td>
<td>61.0%</td>
</tr>
<tr>
<td>ACG2071</td>
<td>1,084</td>
<td>86.4%</td>
<td>95.6%</td>
<td>51.2%</td>
</tr>
<tr>
<td>ACG2071L</td>
<td>1,069</td>
<td>88.3%</td>
<td>95.8%</td>
<td>51.7%</td>
</tr>
<tr>
<td>ECO2013</td>
<td>2,526</td>
<td>62.5%</td>
<td>87.6%</td>
<td>53.3%</td>
</tr>
<tr>
<td>GEB1011</td>
<td>1,494</td>
<td>76.3%</td>
<td>91.7%</td>
<td>47.9%</td>
</tr>
</tbody>
</table>
Year 2 Student Survey: Grant Objectives

1. The course increased my knowledge and awareness to help me become a lifelong learner. (STRONGLY) AGREE 96%

2. This course helped me understand relations among individuals, civil society, and business institutions. (STRONGLY) AGREE 95%

3. This course helped me develop intellectual and critical thinking skills. (STRONGLY) AGREE 97%
Challenges

Expectations

Logistics
Lessons Learned

• Meetings
  • Offer more face-to-face, campus-by-campus interactions
  • Technology

• Curriculum
  • Balancing the need for a personalized approach with group-based activities
    • Spend less time on learning outcomes in the meetings/workshops
    • Dedicate more time in the meetings/workshops to working with faculty partner on the project
    • Assist more with developing and giving feedback on learning activities

• Expectations
  • Warn the new cohort not to over-commit

• Staffing
  • Need for more facilitators and/or coaches
Best Practices For Setting Up an FLC

• **Recruit**
  • Create an application for membership

• **Plan**
  • Line up internal and external resources, including reading/viewing materials

• **Launch**
  • Plan an opening retreat before the start of the year

• **Study**
  • Ask participants to choose one of their classes to study

• **Learn**
  • Hold seminars and retreats led by facilitators, consultants and participants
Best Practices For Setting Up an FLC

• **Share**
  • Identify opportunities and organize venues to share the work of the group for peer review

• **Conclude**
  • Hold a closing retreat

• **Consider** …
  • continuing the project over the summer or following year

• **Publish/present the project** …
  • internally and externally
So, now what....?

...learning by doing
A Simple Logic Model
In its simplest form, a logic model looks like this:

This **graphic representation** shows the logical relationships between:

- The resources that go into a program.
- The activities the program undertakes.
- The changes or benefits that result.

[https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf](https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf)
Let's put a bit more detail on our logic model.

In the following graphic, we see that outputs include activities and participation, and we also see that outcomes are divided into short-, medium-, and long-term results.

https://fyi.extension.wisc.edu/programdevelopment/files/2016/03/lmcourseall.pdf
Logic Model Language

- Inputs
- Activities
- Outputs
- Outcomes
  - Short
  - Medium
  - Long
Inputs

- Are the resources invested that allow us to reached the desired outputs.

For example, grant money, people (volunteers, staff members), materials, equipment, technology, etc.
Outputs

• Are activities conducted or products created that help us reach specific participants. Outputs lead to outcomes.

For example, workshops, services, trainings sessions.
Outcomes

- Are changes or benefits that are a result of activities or services conducted by the program or initiative. Outcomes occur along a path from shorter-term achievements and longer-term achievements.

For example, knowledge, skills development, behavior, and/or capacities for decision-making
Outcomes—Expanded

<table>
<thead>
<tr>
<th>Short</th>
<th>Intermediate</th>
<th>Long Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initial</td>
<td>• Intermediate</td>
<td>• End point</td>
</tr>
<tr>
<td>• Immediate</td>
<td>• Midpoint</td>
<td>• Are more complex outcomes that emerge over time or as result of a series of interactions with the participants or participant groups.</td>
</tr>
<tr>
<td>• Proximal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The environment in which the program exists includes a variety of **external factors** that can influence the program's success.

For example, the cultural milieu, the climate, economic structure, enrollment patterns, demographic patterns, political environment, background and experiences of program participants, media influence, changing policies and priorities.
Assumptions

• Are the beliefs we have about the program and the people involved and the way we think the program will work.

For example, principles, beliefs, and about:

The problem or situation.
The resources and staff.
The way the program will operate.
**Goal**

1. Embed the liberal arts meaningfully into business education college-wide.
2. Create a community of faculty throughout the college who collaborate to enhance students’ learning outcomes.
3. Create a successful model for eventual enhancement of liberal arts into other workforce subject areas beyond business education.

**Initiative:** Temple 2018-19

The following inputs, activities, output and outcomes represent the process as a whole.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs Activities</th>
<th>Outputs Participants</th>
<th>Short Outcomes</th>
<th>Medium Outcomes</th>
<th>Long-Term Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant Funds</td>
<td>Recruitment</td>
<td># Proposals, # Faculty members</td>
<td>Implement intervention in course(s)</td>
<td>Sustained practices in the course/discipline</td>
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<td>Share results/findings</td>
<td>Broader teaching, learning and assessment</td>
</tr>
<tr>
<td>Dir. Faculty Development and Classroom Engagement</td>
<td>Bi-weekly Misses</td>
<td># training sessions, The Curriculum</td>
<td>Increase teaching and learning activities</td>
<td></td>
<td>Improve student learning</td>
</tr>
<tr>
<td>Faculty Stipends</td>
<td>One-on-one Sessions</td>
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<td>Peer review practices</td>
<td></td>
<td>Community of Practice across the College</td>
</tr>
<tr>
<td></td>
<td>Assessment Surveys and Focus Groups</td>
<td>Student Learning</td>
<td>Engagement</td>
<td></td>
<td></td>
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**External Factors:** Competing Priorities; Logistics

**Assumptions:** Full participation; Understand the time commitment and grant expectations
Cox, M.D. (2004) Introduction to Faculty Learning Communities. *New Directions for Teaching and Learning, no. 97.* pp. 5-23.

Richlin, L. & Cox, M.D. Developing Scholarly Teaching and the Scholarship of Teaching and Learning Through Faculty Learning Communities. *New Directions for Teaching and Learning, no. 97.* pp. 127-135.

Logic Model Resources

- Logic Modeling Methods in Program Evaluation by J. A. Frechtling
Thank you!

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