

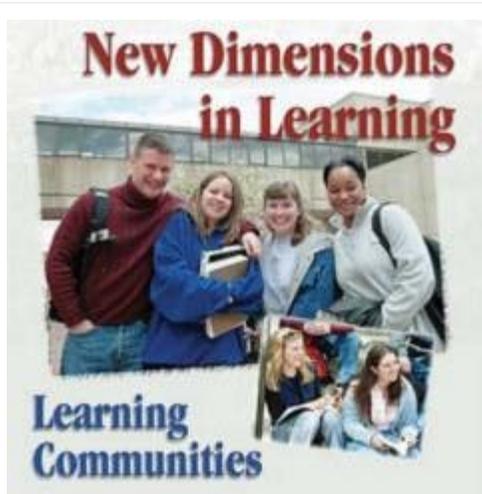
HOLYOKE COMMUNITY COLLEGE

AY 2011-12 Learning Communities Program

Report

submitted by

Jack J. Mino, Coordinator



MISSION

The primary mission of the Learning Communities (LC) Program at Holyoke Community College is to transform teaching and learning, not just in content and instruction but

also in the spirit of our classrooms. This transformation occurs in a quest for meaning undertaken by both teachers and students working mutually, rather than individually, in a cooperative and collaborative learning environment as they attempt to integrate their learning. Towards that end, the LC Program helps underprepared students prepare, prepared students advance, and advanced students excel while providing an invaluable professional development experience for faculty. The HCC Learning Communities Program supports the development of linked courses, interdisciplinary learning communities, and First Year Interest Groups (FIGs) at the developmental, general education, and honors levels.

LC Student Learning Outcomes

1. LC students will develop academic skills that will enhance core competencies, including: critical thinking,



Inter-Institutional Collaborations & Partnerships:

The Washington Center for Improving the Quality of Undergraduate Education: We continue to collaborate with the Washington Center in a number of significant ways: (1) as a research partner in the administration of the LC Student Survey, (2) as resource faculty for the 2012 National LC Summer Institute at Evergreen State College (7.9-13.12), and (3) as member of the editorial board for the new e-journal, *Learning Communities Research and Practice*, hosted by The National Resource Center for Learning Communities and published by Berkeley Electronic Press.

Atlantic Center for Learning Communities (ACLIC): Our collaboration continues with the ACLIC in the form of representation on the executive committee, conference planning and participation in their annual fall retreat, "A Decade of Best Practices in Learning Communities," where 2 LC students ("Gaia" & "Bliss"), participated in a panel discussion and faculty facilitated a workshop on LC Program Assessment, October 19-21, 2011. (Special thanks to Jim Dutcher as HCC's representative on the ACLIC executive committee.)

Capital Community College: Professional development collaboration in a NEH Grant project - "Hartford Heritage" - to develop a core of English 101 courses into themed courses and learning communities that incorporate Hartford heritage sites, e.g., Wadsworth Athenaeum, and other historical and cultural resources. We're offering

quantitative reasoning, information literacy, effective communication, and knowledge of diversity.

2. LC students will integrate their learning - across courses (and disciplines), over time, and/or between the classroom, campus, and community.

3. LC students will construct knowledge using the knowledge, methods, tools, and conventions from two or more disciplines, perspectives, information sources, media, and technologies.

4. LC students will understand and appreciate human diversity, with a focus on the analysis of issues including but not limited to race, gender(ed) constructions, ethnicity, sexual orientations, age, social class, disabilities, and religious sectarianism.

5. LC students will learn actively and collaboratively in class and out-of-class.

HCC-LC Program Webpage:
<http://sites.google.com/site/hcclcs/>

a series of five seminars on LC course design and integrative teaching and learning, including a seminar on "Documenting and Digitizing" LCs (9.2.11) and HCC-LC Program site visit and faculty exchange (3.9.12). [Contact: Jeffrey F.L. Partridge, Ph.D. Chair, Humanities Department].

Amherst College: We've offered a new co-taught LC, "The Immigrant City" (honors) to be taught by Mark Clinton (HCC) & Frank Couvares (Amherst College) - Spring 2012.

UMASS Amherst: School of Education:

- **Doctoral student,** Sara Schupack, is collaborating with the HCC-LC Program in her research regarding the impact of "community identity" on learning for LC students and faculty. She observed the "When Gaia Meets Psyche" LC during Fall-2011, interviewed LC students and faculty, and will be defending her dissertation this summer.
- **iCons Program:** iCons is a four-year interdisciplinary program embedded in your major within the University of Massachusetts Amherst College of Natural Sciences. We are collaborating with the iCons Program in a NSF grant proposal to create interdisciplinary science laboratories focusing on Green Energy - Kate Maiolatesi, coordinator of the Sustainability Studies Program, will be one of the Co-PIs on the project. The grant was received (see announcement below).

Beiching University of Technology: Hosted faculty from the Beiching University of Technology over three days - December 5-7, who are planning to create a Learning Communities Resource Center. LC faculty Xian Liu (ENG) and Jim Dutcher (ENG) have been invited to teach there this summer to model LC pedagogy and practices.

EXECUTIVE SUMMARY



AY 2011-12 Learning Communities Program Report

EXECUTIVE SUMMARY

The HCC Learning Communities Program offered 28 LCs taught by 37 different faculty serving approximately 424 students during AY 2011-12. Six sources of data were used to assess the five LC Program learning outcomes (see assessment plan link below), including: (1) Fall 2011 IR data on course completion and grade distribution, (2) LC Student Survey AY 2011-12, (3) LC Poster Conference, (4) LC Proposal and syllabi review, (5) classroom observations, and (6) samples of student work.

STUDENT ENGAGEMENT

[Unsolicited] Student Testimonials

From: Lindsay Fennell, excerpted from her Cornell Application Letter:



With a handful of dirt rolling around my fingers, I waited with my class in the parking lot for the farm manager, Dan Kaplan, to come around and pick us all up. We were there at Brookfield Farm to learn how and why to plant red clover as a cover crop. As we set out, Dan spoke of the importance of Rhizobia bacteria and how it chemically binds atmospheric nitrogen to nodules on the roots of the clover. This symbiotic relationship replenishes any nutrient loss that may have occurred during that season's harvest and allows him not to use additional synthetic fertilizers. While out in the fields, standing in the mud, I got more of a lesson than perhaps he knew he was offering. I began to understand the implications of combining traditional knowledge of the land with scientific processes and how a farmer's connection to the soil is intimately woven into these biological relationships. It was only with my hands in the dirt that I began to fully comprehend how the complex ideas and theories behind agroecology that I was studying in the classroom came together in practical application on the farm. This experience was pivotal in determining my path at Holyoke Community College and to carving out my academic career.

I was fortunate to have had the opportunity to take Learning

Findings again indicate that there is a strong correlation between what LC faculty propose in their LC applications, describe in their syllabi, and deliver in the form of instruction according to student reports (e.g., LC Survey) about what and how they learn in LC classrooms. In addition, the program continues to expand the "LC Teaching Commons" by partnering with like-minded institutions committed to integrative teaching and learning, e.g., co-teaching arrangements with Mount Holyoke College and Amherst College, NSF grant collaboration with UMASS-Amherst iCONS program, NEH grant collaboration with Capital Community College, and joint faculty development with Worcester State University.

However, two program areas in particular need to be improved. While the Fall-2011 LC course completion showed a significant improvement equivalent to that of the stand-alone course comparison (71.9%), we need to increase student enrollments especially in the second year LC courses. Second, while the minimum academic skills of students who submitted posters (N=85) continues to improve, work still remains to be done on interdisciplinary integration. Recommendations for improving the academic skills learning outcome of LC students includes offering a linked LC model for FYE students and a series of poster preparation workshops focusing on interdisciplinary integration during Fall-2012.

In conclusion, when one considers the totality of the program outcomes for AY 2011-12, including the highlights reported below, it is clear that the HCC Learning Communities Program provides a robust learning experience for students particularly in the area of integrative learning, an invaluable professional development opportunity for faculty, and a platform for new curricular initiatives in general education.

The AY 2011-12 Annual Learning Communities Program Report Contents Include:

- **Program Development:**
 - LC Program Highlights
 - A Learning Communities Sampler
 - New Interdisciplinary Science Curriculum
 - The FYE Connection: Health Foundations "FIG" Update
 - Advancing the Humanities at Community Colleges: A NEH Bridging Cultures ProjectProgram
- **Evaluation & Student Assessment:**
 - Numbers and Patterns
 - 1st Year "Integrated Sustainability LC" Re-Considered
- **Campus & Community Engagement:**
 - Collaborations, Consultations & Conferencing
 - Inter-Institutional Collaborations & Partnerships
- **Student Engagement:**
 - [Unsolicited] Student Testimonials
 - Survey of "Students' Experiences of Learning in Learning Communities"

Communities such as Sustainable Agriculture and The Politics of Food, developed by Professor Kate Maiolatesi. This interactive, cross-discipline approach to teaching enabled me to visit places like Brookfield Farm throughout the Pioneer Valley. I was exposed to the works of Raj Patel, Michael Pollan, Bill McKibben, John Bellamy-Foster, and Vandana Shiva. These writers inspired and motivated me to push myself academically. They gave me a deeper understanding of the politics surrounding our current environmental crisis while providing hope for our future. The courses I took at HCC also made it possible to speak with both conventional and organic farmers, small business owners, and entrepreneurs. Some classes were group discussions on intercropping or pest management, and others were spent lining the vegetable beds with marigolds in the organic garden on campus. Bridging the gap between learning in the classroom and having first-hand field experience is a concept I believe is crucial in education and is what leads me to apply to Cornell University. **[PS: She was accepted and will be attending in the Fall!]**

The following comments are from the Spring-2013 LC Student Survey:

Learning communities are the foundation of my academic experience. I was not looking to pursue higher education beyond community college. LCs changed that for me. They have also helped me to strengthen my voice, hone my reading/writing skills, and build a supportive community at school. they are extremely valuable to my education experience. [student in the "Force More Powerful" LC]

Taking learning communities has been a key factor in my returning to HCC every semester. If it weren't for LCs, I would have lost interest in community college a long time ago. I literally recommend LCs to everyone I know who goes to HCC, and I am not looking forward to when I transfer for the reason that I will no longer be offered LC classes. [Student in the "Force More Powerful" LC]

A Sampling of LC Student Accomplishments, Awards & Scholarships:

And the 2012 BUILD competition winner is... Shannon Messer for her excellent research paper, "Alternatives to Incarceration - Saving the American Family" which she wrote for the Learning Community, "And Justice for All" under the guidance of Prof. Nicole Hendricks of the Criminal Justice Department. All of Shannon's extensive sources were acquired from the HCC Library databases while she worked from her home computer. Congratulations to Shannon for her outstanding research and writing.

Camile Theriaque - Our LC Student profile was awarded the Jack Kent Cooke Scholarship, the Harriet Newhall Transfer Scholarship to Mount Holyoke College, and was recognized as one of the "29 Who Shine" in public higher education in the commonwealth Massachusetts.

From Irma Medina, Pathways Program Coordinator: Transfer scholarships include 6 students to Smith College; 14 students to Mount Holyoke College; 2 students to Amherst College; and 3 students to Hampshire College.

Kate Pelletier was accepted to Cornell but is going to Smith College. Sarah Dester was accepted to Smith also. Lindsay won the Mim Sajkovic award for excellence in philosophy. Aaron Mcbyer won the Honors College award and was also one of the two recipients of the David James Taylor award for philosophy, the other was Carol Chandler.

Fabiola Alouidor received a full scholarship to Mount Holyoke but decided to pursue a nursing degree at The Elms College. Anne Grilli presented at the Undergraduate Research Conference held at UMASS this year. Veronica Tays was selected but did not present.

- LC Student Profile: Camile Theriaque
- Learning Communities Poster Conference
- The "Deep Community" of Imperishable Bliss
- **Faculty Development:**
 - Conferencing & Workshops
 - LC Faculty Profile: Kate Maiolatesi
 - Integrative Learning Resource Guide
 - Research & Publication
 - FYE-1st Year Seminar Assessment Workshop
 - Center for Integrative Learning Retreat
 - LC Faculty Exchange

[AY 2011-12 Assessment Plan](#)

PROGRAM DEVELOPMENT



AY 2011-12 LC Program Highlights

• Offered 28 LCs taught by 37 different Faculty serving approximately

424 Students.

• Increased the Fall-2011 Course Completion Rate by approximately 8 percentage points – from 63.7% (Fall-2010) to 71.9% (Fall-2011).

• The Fall-2011 and Spring-2012 administration of the "Students' Experience of Learning in Learning Communities" survey resulted in responses of "often/very often" by the majority of LC students for the majority of survey items.

• Held the 3rd annual LC Poster Conference – 63 Posters presented by 85 students from 10 different LCs.

• Offered our second inter-institutional honors LC, "The Immigrant City," taught by Mark Clinton (HCC) & Frank Couvares (Amherst College) during Spring 2012.

• Established a New Partnership with UMASS-Amherst, iCons Program in Integrated Science via a NSF Grant supporting integrated science laboratories as a potential transfer pathway for HCC students majoring in STEM fields.

Hosted the "LC Faculty Exchange" with colleagues from Capital Community College (Hartford) who are working on infusing the humanities into writing courses using LCs with support from a

The students from LC 202 Stage & Screen (fall-2011) wrote, performed, and produced their own film, *Exterior Evening* - a Swag Film Production.



Survey of "Students' Experiences of Learning in Learning Communities"

This is our fifth and sixth administration of the *Survey of Students' Experiences of Learning in Learning Communities* sponsored by The Washington Center, and once again we're seeing that LC students are consistently thinking critically and analytically, taking responsibility for their own learning, and being successful in other courses and programs. Below please find reports of the Fall 2010-11 and Spring 2011-12 survey comparisons.

Fall 2010-11 LC Survey Findings: In a comparison between the Fall-2010 and Fall-2011 administration of the Students' Experience of Learning in Learning Communities Survey, student responses of "often/very often" showed an increase for 25 or 58% of the 43-item questionnaire. The increase ranged from a low of 1 percentage point (e.g., speak clearly and effectively - 84% to 85%) to a high of 12 percentage points (e.g., Synthesizing ideas, experiences, or theories – 71% to 83%) with an average increase of 6 percentage points. Student responses of "often/very often" for the remaining 18 or 42% of the survey items showed either a decrease (14 items or 33%) for an average decrease of 4 percentage points; or remained the same (4 items or 9%). It is worth noting that the majority of reported decreases were relatively small and occurred for items with an otherwise high response rate.

Spring 2011-12 LC Survey Findings: This is our sixth administration of the Survey of Students' Experiences of Learning in Learning Communities sponsored by The Washington Center. And while we're seeing minor decreases in half of the 43-survey items as compared to Spring-2011 (e.g., 50% with an average decrease of 5-percentage points), the majority of LC students surveyed (N=123), report "often/very often" that they are highly engaged in the LC classroom where LC teachers promote active and collaborative learning to help students develop higher-order thinking skills such as analysis, synthesis, application, integration, and evaluation.

Spring 2012 Survey Excerpt: The "LC Difference" -As noted in the table below, compared to their other classes, the overwhelming majority of students in learning communities reported that they were more likely to use analysis, synthesis, evaluation and integration, and were more likely to apply what they had learned to practical problems or new situations.

In my learning community, compared to other classes, I spend more, less or about the same amount of time:

% Reporting "More"

- Memorizing facts and figures - 74%

NEH grant.



**LEARNING COMMUNITIES
SAMPLER (N= 28)**

Developmental LCs:

1. ENG 099 We Are Family (S11)
2. ENG 099 Minding Emotion: Creative Writing as a Bridge to Psychology (F11)
3. ENG 099 The Language of Food (S12)
4. Math Genius in Literature (S12)

1st Year LCs:

1. Surviving: The Power of the Human Spirit (F11)
2. Crafting the Language of Food (S12)
3. Sustainability for the 21st Century (F11)
4. Exploring Inequality: The Causes and Consequences of Hunger and Homelessness (F11)
5. Just Food (F11)
6. American Dreams: Facts, Fictions, Myths and Realities (F11)
7. YouTube Nation: Self, Identity, and History (F11)
8. Sensuality, Spirit, and the Sublime: The Philosophy of Art (F11)
9. Healing on the Page: The Power of Writing in the Human Services (S12)
10. Walking and Talking the Talk (S12)
11. Good Planets (and People) are Hard to Find: Choices and Challenges for Life on Earth (S11)

2nd Year LCs:

1. America On Trial: Defining Moments In Modern U.S. History (F11)
2. A Force More Powerful: How Everyday People Change the World (S12)
3. Carbon-Free Energy - Dream or Reality? (S12)
4. Imperishable Bliss: Hope, Happiness, and Sanity in Life and Literature (F11)

- Analyzing elements of an idea, experience, or theory - 85%
- Thinking through my assumptions - 88%
- Synthesizing ideas, experiences, or theories - 85%
- Evaluating information, methods, and arguments - 85%
- Integrating ideas, strategies, and skills from multiple sources - 79%
- Applying theories or concepts to practical problems or new situations - 75%

Special Note: The correlation between "critical thinking" and learning communities was independently confirmed by a randomly selected student focus group facilitated by Professor Nicole Hendricks on behalf of the General Education Committee - report forthcoming.

[Fall-2011 LC Survey Summary](#)

[Fall-2011-12 LC Survey Comparison](#)

[Spring 2012 LC Survey Summary](#)

[Spring 2011-12 LC Survey Comparison](#)



LC Student Profile: Camile Theriaque

She was the first female African American firefighter in the history of the Holyoke Fire Department. She served there 18 years, retiring in 2008 with the rank of lieutenant. Camille L. Theriaque, HCC '12, is now heading full steam toward a new career, propelled by the associate degree she will receive next month and a scholarship from the Jack Kent Cooke Foundation that will provide up to \$30,000 a year for her to continue her education.

She is one of just 60 students nationwide to receive this honor. The scholarship is awarded to outstanding community college students transferring to competitive four-year schools. Theriaque will attend either Smith or Mount Holyoke College to study psychology. "I'm sorry I'm leaving HCC," said Theriaque, 47, who is originally from Springfield and now lives in Holyoke. "This past semester has been a whirlwind of activity. This scholarship is like the frosting, which is my favorite part of the cake."

Theriaque is the third HCC student in the last four years to receive the Jack Kent Cooke award. Last year, scholarship winner Bitian Zhang transferred from HCC to Amherst College. Before that, HCC student Sarah Vazquez transferred to Mount Holyoke College. "For HCC, this is certainly a major feather in our cap," said Mark Broadbent, HCC's Transfer Affairs counselor.

Theriaque left the fire department after being diagnosed with chronic myelogenous leukemia. The disease caused blood clots in her legs and lungs that left her weak in the legs and short of breath. She still takes medication for it, but doesn't let it slow her down. As a firefighter and EMT, she'd been trained in Critical Incident Stress Management and helped counsel colleagues who had been involved in traumatic and

5. **When Gaia Meets Psyche (F11)**
6. **Action! Stage and Screen (F11)**
7. **Alternate Worlds: Visions of Wonder from the Genre of Science Fiction (S12)**
8. **'Smells Like Teen Spirit': Performing Adolescent Identities (S12)**

Honors LCs:

1. **The Pleasure of Finding Things Out (S12)**
2. **Honors Colloquium: And Justice for All (F11)**
3. **Philosophy of Sustainable Agriculture: The Politics of Food (F11)**
4. **Honors Colloquium: Capitalism in Crisis (S12)**
5. **Immigrant City [Inter-Institutional HCC & Amherst College] (S12)**

[Fall 2011 LC Course Descriptions](#)

[Spring 2012 LC Course Descriptions](#)

[Fall 2012 Learning Communities](#)

[LC Course Design Heuristic](#)

[LC Proposal Form \(application\)](#)

sometimes tragic incidents on the job.

She enrolled full time at HCC in 2010 with the goal of becoming a counselor helping veterans, firefighters and other first-responders suffering from post-traumatic stress. That is still her plan. "After I started feeling healthy, rather than sit home and not do anything, I decided to go back to school and do something positive," she said. By all accounts, Theriaque has been a positive and inspiring force both on and off campus.

She will graduate with high honors and a GPA of nearly 3.9. She is a member of the Pathways Program, member of Student Senate, vice president of the Psychology Club and co-secretary of the Anthropology-Sociology Club. She is also a volunteer for the Red Cross, where she conducts CPR and defibrillator training for professionals and community members. Theriaque will travel to the State House in Boston May 10 where she will be honored yet again by the state Dept. of Education as one of the "29 Who Shine," an annual award that recognizes a single student from each public college in Massachusetts.

[Source: Chris Yurko, HCC Webpage, Spring-2012.]

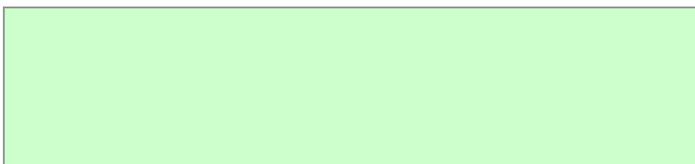
HOLYOKE COMMUNITY COLLEGE **MOUNT HOLYOKE COLLEGE**

LC 205 URBAN POLITICAL ECONOMY

Instructors: Mary Orsich (HCC) & Preston Smith (MHC)
 Courses: Economics 250 and Political Science 252
 Meetings: TR 1:00-4:00 **SPRING 2010/11**

This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How differences of race, class, and gender are negotiated through urban institutions and community struggles? This course draws on both historical and contemporary sources (film, internet, literary, political and economic texts) to examine the interplay between the political and economic forces which shape the critical issues and problems facing cities. This course will include students from Holyoke Community College and Mount Holyoke College and classes will take place at each institution for one-half of the semester.

AY 2011-12 Inter-Institutional Learning Communities



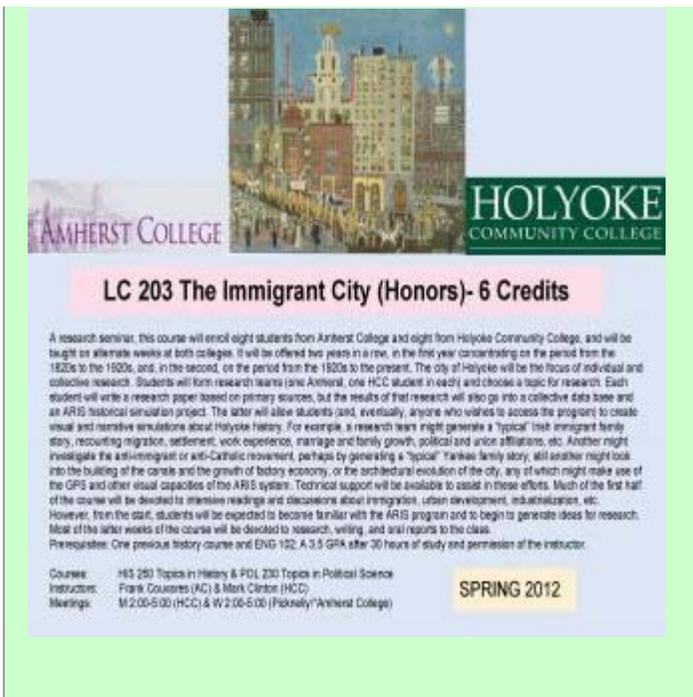
Learning Communities Poster Conference

The 3rd Annual Learning Communities Poster Conference was held on December 16, 2011 with 63 posters on display presented by more than 85 students from ten different LCs. Poster topics and themes ranged from sustainability and happiness, to YouTube and ecological psychology. The purpose of the academic poster conference is to showcase students' integrative abilities using interdisciplinary content, a variety of source materials, and multi-media. In addition, the poster conference provides students the opportunity to share knowledge and celebrate community across LCs. This LC-Cohort event was sponsored by The Center for Integrative Learning and the Student Activities Program.

Learning Communities on Display DECEMBER 19, 2011

For her Learning Community course this semester, Ashley Lapierre studied the famous Lizzie Borden trial. The title of her project: "I got away with murder." Lapierre's thesis was that the outcome of the trial—an all-male jury found Borden not guilty of killing her parents with an axe despite overwhelming evidence—was based on sexist and classist beliefs of the 19th century. "I like the way she made a connection between a sensational murder case and the larger social issues," said HCC Professor Jack Mino, coordinator of the HCC Learning Communities. That kind of connection illustrates what Learning Communities are all about.

Lapierre, who is from South Hadley, was just one of dozens of students taking Learning Community courses this fall who presented their research at a poster conference Friday, Dec. 16. "In Learning Communities, we basically take two classes and integrate them along a



LC 203 The Immigrant City (Honors)- 6 Credits

A research seminar, this course will enroll eight students from Amherst College and eight from Holyoke Community College, and will be taught on alternate weeks of both colleges. It will be offered two years in a row, in the first year concentrating on the period from the 1820s to the 1920s, and, in the second, on the period from the 1920s to the present. The city of Holyoke will be the focus of individual and collective research. Students will form research teams (one Amherst, one HCC student in each) and choose a topic for research. Each student will write a research paper based on primary sources, but the results of that research will also go into a collective data base and an ARIS historical simulation project. The latter will allow students (and, eventually, anyone who wishes to access the program) to create visual and narrative simulations about Holyoke history. For example, a research team might generate a "typical" Irish immigrant family story, recounting migration, settlement, work experience, marriage and family growth, political and union affiliations, etc. Another might investigate the anti-immigrant or anti-Catholic movement, perhaps by generating a "typical" Yankee family story, still another might look into the building of the canal and the growth of history economy, or the architectural evolution of the city, any of which might make use of the GPS and other visual capabilities of the ARIS system. Technical support will be available to assist in these efforts. Much of the first half of the course will be devoted to intensive readings and discussions about immigration, urban development, industrialization, etc. However, from the start, students will be expected to become familiar with the ARIS program and to begin to generate ideas for research. Most of the latter weeks of the course will be devoted to research, writing, and oral reports to the class.

Prerequisite: One previous history course and ENG 102. A 3.3 GPA after 30 hours of study and permission of the instructor.

Course: HIS 280 Topics in History & PDL 230 Topics in Political Science
 Instructor: Frank Courones (AC) & Mark Clinton (HCC)
 Meetings: M 2:00-5:00 (HCC) & W 2:00-5:00 (Pikovsky/Amherst College)

SPRING 2012

common theme that informs both classes," said Mino. HCC Learning Community courses are all interdisciplinary and team taught. Students collaborate on their work and their assignments are graded by each teacher from their two respective classes. "They range from developmental classes to honors classes and everything in between," said Mino, who team teaches a Learning Community class that combines environmental literature and ecological psychology, playfully called, "When Gaia Meets Psyche." Gaia is the Greek goddess of the earth, Psyche the goddess of the mind.

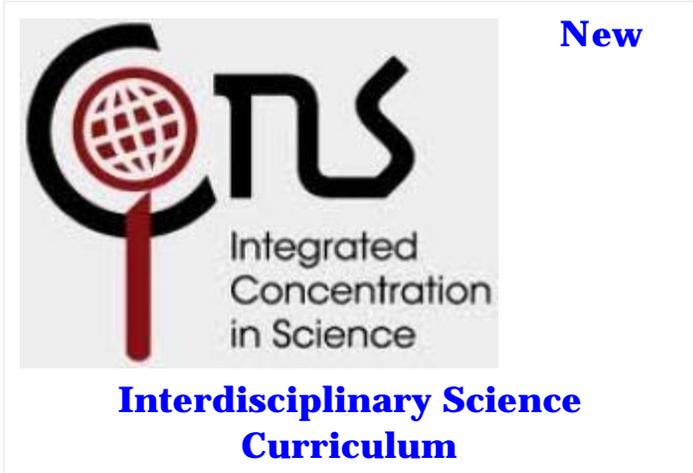
Other posters on display dealt with issues such as happiness and resilience, environmental sustainability, racism and heroes and media. Shaitia Spruell examined the evolution of instant photography for her Learning Community course, "YouTube Nation: Technology, History & Youth Culture," which combined history and English. "Everything is getting faster, stronger, clearer, more digital," said Spruell, who is from Springfield. Other student exhibits presented the history of the Sony Walkman ("A New Way of Listening to Music"), the boom box revolution ("How did the boom box benefit urban culture?"); another looked at feminism by studying the late comedienne Lucille Ball's professional career.

Lapierre's class, "American Dreams: Facts, Fictions, Myths and Realities," combined English and Anthropology. Lapierre examined the Lizzie Borden case in the context of the women's suffrage movement of the era and the fact that women were gaining power that men did not want to give up. In her conclusion, Lapierre wrote: "By finding Borden not guilty, the jury showed their belief that women were unable to think and act by themselves." "If they jury would have admitted she committed the murder, they would be admitting a woman had power over men," Lapierre said.

[Source: Chris Yurko, HCC Webpage, Fall-2012.]

ASSESSMENT: This year's poster submissions showed an increase in academic skills (+ 20%) due mostly to the in-class poster making workshops offered during the semester. The plan next fall is to expand these workshops to all participating LC classes and focus on interdisciplinarity analysis and synthesis, i.e., the ways and means of interdisciplinary integration.

- [LC Poster Conference Photo Gallery](#)
- [LC Poster Conference Video](#)
- [LC Poster Slide Show](#)



New

Interdisciplinary Science Curriculum

In collaboration with the iCons Program at UMASS-Amherst we received a NSF Grant to create interdisciplinary science laboratories focusing on Green Energy - Kate Maiolatesi, Coordinator of the Sustainability Studies Program, is the Co-PI on the project. See an excerpt from the grant proposal below for a description of the "student designed labs in renewable energy."

iCONS NSF Grant Excerpt - Development and Porting of iCons III: Student-Designed Labs in Renewable Energy: HCC RE Lab Specifics. The new HCC Lab will enrich the existing course SUS 102: Intro to Clean Energy. As this lab pedagogy is developed and refined, the approach will be adapted to other lab-based courses in the HCC Sustainability Studies Program. We will launch this in Spring 2013 for first-year students in their second semester of HCC.

The HCC Boot Camp will last six weeks, followed by one team-based Unit Project for the rest of the semester. We estimate that six weeks will be sufficient for first-year students, with appropriate instructor scaffolding, to begin designing and performing creative experiments with meaningful outcomes. Careful assessment will be performed to determine if this HCC Boot Camp period needs to be adjusted up or down. Beyond this one Unit Project, HCC students will have further opportunities to develop their interdisciplinary research skills in lab courses during their second year as this



The "Deep Community" of Imperishable Bliss

pedagogy expands. Second-year HCC students will also provide mentoring for first-year students taking the HCC RE lab, giving second-year students opportunities to reflect more deeply on their learning. The partnership between UMass and HCC will provide lab modules developed in the iCons III RE lab to be utilized in HCC's Boot Camp.

See link below for a letter of support from Congressman John Olver to the director of the National Science Foundation.

[Announcement: NSF Grant on iCONS/HCC Collaboration on Renewable Energy Labs](#)

[Congressman John Olver Support Letter](#)



The FYE

Connection: Health Foundations "FIG" Update

Michele J. Hansen, Ph.D., Executive Director of Research, Planning, and Evaluation conducted a focus group with students in the linked FIG formation that included Foundations of Health 101, English 101, Biology 103, and Nutrition 101. The FYE FIG 101 pilot also involved a developmental level cohort. The linked courses include Foundations of Health 101, English 096, and Developmental Mathematics 075. It is notable that a developmental math course is part of the linkage and that an Associate Professor of Mathematics has been involved in designing and implementing the course. The FYE 102 Course involved an English 101 cohort. The linked courses include Foundations of Health 101, English 101, Biology 103, and Nutrition 101.

Significant findings of an "integrative kind" include:

Most Valuable Aspects: When asked what they were learning in the FOH FIG and what was most valuable about their experiences, students reported that they were learning about 1) different career opportunities in health-related fields, 2) about how their decisions and choices affect their own health and that of others, and 3) developing a deeper understanding of course content because they were able to see issues from different perspectives (e.g., from a nutritionist point of view as well as a biologist point of view). Students also noted that the supportive atmosphere and networking

Imperishable Bliss, a second year learning community combining positive psychology (PSY 230) and the literature of happiness (ENG 230), had a 100% course completion rate during the Fall-2011 semester. We decided to convene a student focus group to discover the "how's and why's" of this rare course outcome. When asked to describe their learning experience in the Bliss LC, students unanimously cited two course features: (1) the small class size of 13 students, and (2) student diversity, including age, gender, race/ethnicity, sexuality and life experience. As one student remarked, "it's the people."

Students discussed how their relationships and experience of "deep community" engendered an uncommon empathy rarely felt in their college courses. The mantra of family was spoken repeatedly, together with their feelings of openness, respect, and trust. The students explained that their strongly-felt sense of community and empathy "leveraged" their learning, i.e., enabled them to manage the challenging workload. As one student said, "we were able to kidnap each other and go to Red Robin to decompress and laugh." To compensate for their academic weaknesses, students used each other as a support system meeting outside of class to work on assignments and to socialize. In addition, students felt responsible to their classmates to come to class prepared, having done their homework, seminar reading/writing, and assignments because "everyone depended on them for the whole class to learn." One student disclosed that he was not a "reader" and rarely did the reading in his other college classes. He found the reading load in this class to be overwhelming but did it for his classmates and found that he really learned a lot, so much so that he takes books out of the library now in subjects that interest him "even when they're not required for class."

Other course features described by students include:

- **Course Topic & Theme:** All students found a personal connection and common interest in the subject of happiness, sharing their personal experiences of hardship on their way to happiness. The "Collage Assignment" was especially effective in enabling students to share their personal experience and bond in their first days of the semester. The integrative subject matter generated by two disciplines promoted deep learning - "the whole being greater than the sum of its parts," as suggested by the students themselves. It related directly to students' lives and encouraged them to make connections using a variety of learning activities.
- **Seminar Days:** The student-directed seminar provided the opportunity for students to share a variety of perspectives in response to the primary source texts. Each seminar required students to facilitate the seminar conversation in pairs, thus generating multiple perspectives through a variety of partnerships.
- **Classroom Structure:** "Starting the class off with name tags was huge!" No "assigned seats" - teachers encouraged students to sit with and partner with different classmates. Sitting in a circle also encouraged connectedness between students, facilitating proximity and face-to-face conversation. According to one student, "the whole class was set up for student success."
- **Course Materials:** Students believed the course anthology "worked great and was totally connected." While some students found it difficult to "find the happiness" in the stories, it did provide them with a variety of perspectives on the course theme. Students loved the musical selection, "revealing where we were in our lives, making us smile and laugh." Contrasting points of view was central to student learning - "no answers or biases pushed by instructors" - teaching students to formulate their own answers in response to the reading.

FACULTY DEVELOPMENT

with other students was a valuable aspect of the FIG. Learning About

Self and Applying Content to Real Life: The students mentioned several specific examples that showed how they are applying what they are learning and writing about in their courses to real life issues. For example, one student noted that she is learning how to become a better consumer by learning about “food label reading and how what we eat affects balance in general, health, and affects everyone.” Another student described how she is learning about the difference between “organics and nonorganic and the biology of why they are different.” Another student remarked how he is learning about how “things apply to real life, things are repeated in different courses, applying to life such as how pesticides affect the food we eat and we hear about it in different courses.” Another student described how she is learning about how “food choices impacts us and the environment in different courses Biology and Nutrition such as how transportation of food and gas emissions. We are reading about this and writing about it in English.”

Learning Integration (deeper learning and making connections): One of the most notable findings based on the focus groups results is that students seem to be making connections between their courses and seem to be understanding concepts at a deeper level due to the FIG structure. For example, one student emphasized that “when I am reading and writing in English and learning about the structure of a protein cell or how buying local food impacts us in Nutrition and Biology..it helps me write better-able to explain it in more detail and better understand the terms. I can also write about real life examples. I understand the terms better.” Other students noted how they are learning about real life problems such as Organic food and Omega 3 and 6 in all their courses and that they really understand the terms better because they are repeated in different courses by different instructors. It seems that the students were also beginning to develop and apply perspective taking techniques as they heard about terms and concepts from different instructors in different disciplines. One student noted that the “discussions from the different courses help him learn the material better.” Another student stated that “all learning about health all linked together, helps me organize my thoughts better.” Another student stated that she “understood the structure of a protein cell better because it was explained in Nutrition and in Biology.”

[From: Michele J. Hansen, Ph.D., Executive Director of Research, Planning, and Evaluation - External Evaluator Report: Annual Report for Year Two, November 19, 2011; *Holyoke Community College Title III Grant: Shoring Up the First Year*]

Fall-2011 FOH-Program Update: Both the Developmental FIG consisting of HTH 101, MTH 075 and ENG 096 and the College-Level FIG, consisting of HTH 101, BIO 103, ENG 101, and NTR 101, showed a higher course completion rate than the colleg-wide course comparison - 79.2% vs. 68.1%; and 78.3% vs. 76.5% respectively.

[From: Rebecca Osborn, Chair, FOH Program, *Spring 2012 annual Report.*]

1st Year “Integrated Sustainability LC” Re-Considered

“This is an appeal to ILC to allow the continuation of our sustainability LC as a two-course interdisciplinary



Conferencing & Workshops

16th Annual National Learning Communities Conference: Kate Maiolatesi, Xian Liu, and Sara Schupack (Sustainability LC) presented a workshop, “Sustainability x 2: Promises and Challenges” on November 5th, 2011, in Indianapolis (see link below).

NEASC 126th Annual Meeting/Conference: Concurrent panel presentation on “Integrative Learning,” presented by Mino & Maiolatesi (see link below).

New England Educational Assessment Network (NEEAN): Workshop presentation - “The Learning Communities Difference: Integrative Teaching, Learning & Assessment,” at the 7th Annual Academic Assessment Summer Institute, Keen State College, June 9, 2011.

2nd Annual New England Conference for Student Success: Higher Education for All: Mission Impossible, Mission Imperative, September 23, 2011. Two concurrent workshop: (1) “The Best of Both Worlds: 2-Year & 4-Year Institutions Partnering for Student Success,” presented by Scott Auerbach, UMASS and Jack Mino - HCC (see link below); and (2) “Transfer Students: How 2- and 4-Year institutions Can Learn From Each Other,” presented by Mary Grasseti - Framingham State University and Allia Matta, HCC (see link below).

The Centennial Symposium on Scholarship of Teaching and Learning: Ismet Ozkilog (Spring 2011 SoTL Scholar) presented his SoTL project on an “accelerated” ESL-ENG LC - “ESL 5 Meets College Composition through A ‘Sink or Swim’ Approach: A Chronicle of Student Learning in LC101--An Integrative Learning Community” - at Mount Royal University, sponsored by The Institute for Scholarship of Teaching and Learning, on November 10-12, 2011 in Banff, Alberta, Canada (see link below).

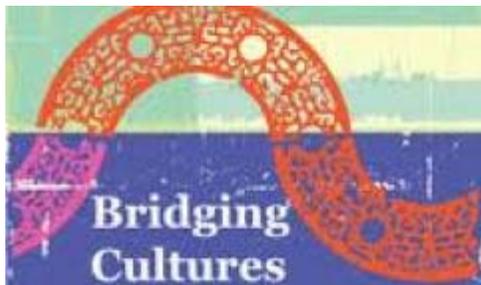
Transitions and Transactions: Literature Pedagogy in Community Colleges: - April 20-21 2012. Presentation by Dr. Maura Henry and Dr. Ismet Ozkilog presented - “EnGendering Women in the Modern Muslim World: Interpreting Gender Constructions and Forging Community,” on April 20, 2012, at the Borough of Manhattan Community College, City University of New York (see link below).



integration on the following grounds: 1) the implementation of new FYE components is beginning to show results; 2) the current course completion rate stands at 90% (at mid-semester); 3) the Sustainability Studies program stipulates that its participants take integrated LCs, and 4) the majority of the course's labs are a field-based, integrated experience." [Appeal brought to the Integrative Learning Committee by Professors Xian Liu and Kate Maiolatesi - Fall-2011.]

This LC revised its thematic reach of sustainability in the fall of 2011 to include discussions of *How to Make It in College* by Brian O'Keeney and surveys of learning behavior. FYE components like these helped the first-semester students see their learning as behavior, thus more intentional in their efforts to sustaining themselves as interdisciplinary learners in college. Secondly, the course completion rate was 78% by semester's end. The addition of the FYE components may have contributed to the higher completion rate, which can be verified only by future offerings of this course.

FYE Components in Sustainability LC - Fall 2011



Advancing the Humanities at Community Colleges: A NEH Bridging Cultures Project

Imagine a u-shaped seminar where a Palestinian single mother whose entire family had been relocated by the Israelis is sitting next to a Jewish American who is sitting next to an African-American gay Christian minister - all of whom are exploring the complexities, controversies, and conundrums of gender and Islam. Welcome to LC 103, "Women and Gender in the Modern Muslim World," an integrative, interdisciplinary learning community offered during the past 4 years at Holyoke Community College. Taught jointly by an historian and a literary scholar, the course combines two first year level courses—Introduction to Literature and Topics in History — and asks students to develop and apply both historical and literary

National Learning Communities Conference 2012 Creative Communities: Inspire, Innovate, and Invigorate November 8-10, 2012, Indianapolis, IN on the IUPUI Campus. Two proposals by HCC faculty have been accepted: (1) "The Play's the Thing!" - Pat Sandoval & Jack Mino; and (2) "Integrative Science in Community" - Kate Maiolatesi & Xian Liu (see link below).

[NLCC 2012 - Proposals](#)

["The Best of Both Worlds" - Mino & Auerbach](#)

[NEASC-HCC Presentation - Mino & Maiolatesi](#)

[Sustainability x 2: Promises and Challenges - Liu, Maiolatesi & Schupack](#)

[EnGendering Women in the Modern Muslim World - Henry & Ozkilic](#)

["ESL-5 Meets College Composition" - Ismet Ozkilic](#)

[Transfer Students - Grasseti & Matta](#)



LC Faculty Profile: Kate Maiolatesi

***2012-13 Elaine Marieb Faculty Chair for Teaching Excellence**

LCs Taught Include: *Sustainability: Surviving the 21st Century*, *Carbon-Free Energy: Fact or Fantasy*, and *The Politics of Food*.

Program Development: After her sabbatical to the LC Mecca, Evergreen State College where she participated in two LCs - Green Architecture and Sustainable Agriculture, Kate enacted her vision of Sustainability Studies at HCC - a new liberal arts and science curriculum option with concentrations in science, social sciences, communication, and business. Not stopping there, she procured a \$250,000 NSF-ATE Grant and expanded the program to include an A.S. Degree in Clean energy and three certificate programs, including Solar Energy, Wind Energy, and Geothermal Energy.

Research: SoTL Project - [Environmental Sustainability: Community Connections](#).

Recent Publication: "Reuniting the Arts and Sciences via Interdisciplinary Learning Communities" (with Xian Liu, Professor of English and LC partner), chapter in a book on Integrative Science to be published by Indiana University Press, August 2012.

methodologies as they tackle constructions of gender in the Islamic world from the 7th Century AD to 2011, with an awareness of the focus post September 11th.

This **BRIDGING CULTURES** project created by Dr. Maura Henry (HIS) and Dr. Ismet Ozkilic (ENG), will be focused on enhancing our existing interdisciplinary seminar on Women and Gender in the Modern Muslim World and creating a permanent 200-level History seminar on the subject. [See link below for more details.]

Update: Unfortunately, we were not selected to receive this grant. Nonetheless, this NEH project proposal has been the catalyst to move ahead on plans to create a permanent 200-level history course on women and gender in the modern moslem world and begin the planning of a new curriculum option in liberal arts and sciences in Global Studies.

[Proposal: Advancing the Humanities at Community Colleges: A NEH Bridging Cultures Project](#)

PROGRAM EVALUATION & STUDENT ASSESSMENT



Numbers & Patterns

- **LCs Offered** - 28 total: 4 developmental, 11 1st-year, 8 2nd year, & 5 Honors.
- **Students Enrolled** - Approximately 424 students served: Fall-2011=224; Spring-2012= 200.
- **Faculty Teaching LCs** - 37 different faculty from across the disciplines.

Enrollment and Completion Rates

LC Enrollment: A total of 224 students were enrolled in 14 different LCs during Fall-2011; Spring-2012 LC student enrollment totalled 200 in 14 LCs. LCs included more than 12 different disciplines including, but not limited to: Anthropology, Art, Biology, Communications, Economics, Electronic Media, English, Environmental Science, ESL, Health

****(Note: Three quarters of Elaine Marieb Faculty Chair awardees have been LC faculty)***

Integrative Assignments	
Common Characteristics:	Samples:
<ul style="list-style-type: none"> •Contemporary Public Issue/Question •Integrative Outcome •Disciplinary Grounding •Developmental: advanced, developing, or beginning •Curricular, Co-curricular, or Community Resources •Work Goes Public 	<ul style="list-style-type: none"> •Collage •Poster Conference •Seminar •Performance •Ethnography •Service Learning Projects •Research Presentations (Multi-media)

Integrative Learning Resource Guide

The "LC Difference" continues to be marked by integrative curriculum, pedagogies, and assignments. The [Integrative Learning Resource Guide](#) was created to support new and experienced LC faculty as they engage in designing for purposeful and integrative assignments for their team-taught, interdisciplinary LCs. This integrative approach to general education has encouraged members of the Integrative Learning Committee (ILC) to consider pursuing a new HCC general education requirement on integrative learning. Two additional online LC-related resource guides have been created for faculty to use as a "LC Starter Kit" of sorts and include:

[Learning Communities Resource Guide](#)

[Documenting Student Learning & Digitizing Course Materials](#)

The link below is an updated "sampler" of integrative learning made visible in LCs during AY 2011-12.

[Samples of Integrative Learning in LCs](#)

FYE-1st Year Seminar Assessment Workshop

The FYE initiative to design a 1st Year Seminar course, provided an extraordinary opportunity to create an intellectually and emotionally engaging 1st semester course on a contemporary topic in a variety of disciplines. This was not designed to be your typical 1-credit



"college success" course. Rather, it's a unique professional development opportunity for faculty to introduce incoming students to the life of the mind and subjects that matter.

This resource guide was designed to introduce faculty to the topics they explored together during the FYE Assessment workshop offered on

Foundations, History, Human Services, Nutrition, Physical Sciences, Political Science, Psychology, Sociology, Sustainability, and Theater.

LC Course Completion Rates - Fall 2011: 71.9.7% of all credit registrations in LCs during Fall 2011 resulted in 'earned credit' as compared to 72.8% for the All-College comparison. (Note: 'earned credit' is C- or better for Developmental and ESL courses; D- or better in all other courses).

While it is noteworthy that the Fall-2011 LC course completion rate has increased by approximately 8 percentage points compared to Fall-2010 (63.7%), a closer look at the 1st year English 099 developmental LC and the majority of ENG 101 LCs show a course completion rate in the mid-50% range. This data together with the relative success of the linked, Foundations of Health FIGs (i.e., higher course completion rates than their stand-alone comparison), reinforces the ILC policy recommending that we move to linked courses and/or the FIG (First Year Interest Group) model for incoming 1st year students to be administered by the FYE Program and continue to offer interdisciplinary LCs at the second semester/2nd year level.

LC Course Completion Rates - Spring 2012: Will be updated once the data becomes available.

[Special thanks to Michele Riberdy in the Institutional Research Office for their analysis of Fall 2011 student enrollment and course completion data.]

August 24, 2011. During the 3-hour workshop faculty had the opportunity to work individually, in pairs, and in small groups to design materials for your 1st Year Seminar course.

First, we examined the evidence on student success from the 2010 CCSSE Report - "The Heart of Student Success." Here faculty completed an excerpt from the Community College Faculty Survey of Student Engagement (CCFSSE) and discussed the results with our Student Affairs colleagues. Next we discussed the curricular, teaching, learning, and assessment implications of "Threshold Concepts and Troublesome Knowledge." Here faculty designed a student learning outcome based on a threshold concept integral to their 1st Year Seminar course. Then we focused on classroom "Assessment for Learning" (AfL) in contrast to the usual assessment of learning approach. Here again faculty designed an assessment activity for their 1st Year Seminar that incorporates the key strategies of AfL. Finally, we concluded with a discussion of "Authentic Assessment" and brainstormed how this 1st Year Seminar cohort might design a common authentic assessment across courses.

[FYE 1st Year Seminar Assessment Resource Guide](#)



Research & Publication

A book chapter in *Connected Science on "Reuniting the Arts and Sciences Via Interdisciplinary Learning Communities,"* went to press published by Indiana

University Press (authored by Kate Maiolatesi & Xian Liu) and will be available in August-2012.

"Documenting the Seminar: Making the Collective Construction of Knowledge in LCs Visible," a multimedia research study by Jack Mino, will be published on the newly designed Washington Center website, August-2012.

[Draft: Reuniting the Arts and Sciences via Interdisciplinary Learning Communities](#)

[Documenting the Seminar: Making the Collective Construction of Knowledge in LCs Visible](#)



LC Faculty Exchange

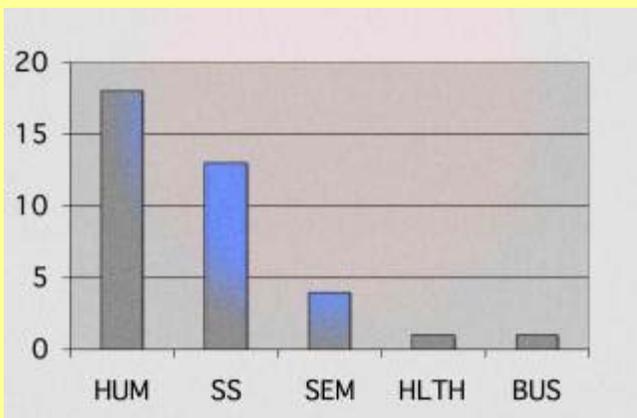
**Table 1. Demographics and Enrollment Characteristics:
ALL Students and LC Students Enrolled Fall 2011**

	ALL Students (n=7144)	LC Students' (n=239)
DEMOGRAPHIC CHARACTERISTICS		
GENDER		
Male	38%	41%
Female	62%	59%
RACE/ETHNICITY		
White	69%	71%
Hispanic or Latino (of any race)	20%	20%
Black or African American	7%	5%
Asian	2%	2%
American Indian or Alaskan Native	1%	<1%
Native Hawaiian or other Pacific Islander	<1%	0%
Cape Verdean	<1%	0%
Two or more races	2%	2%
AGE		
Under 20 yrs old	29%	46%
20-24 yrs	35%	28%
25-29 yrs	13%	10%
30-44 yrs	16%	9%
45 yrs or older	7%	7%
ENROLLMENT CHARACTERISTICS		
ACCUMULATED CREDITS (as of Fall 11)		
<13 credits	52%	56%
13-23 credits	13%	13%
24-35 credits	12%	15%
>=36 credits	22%	16%
FULL-TIME/PART-TIME STATUS		
Full-time	50%	81%
Part-time	50%	19%
MATRICULATION STATUS		
Non-Matriculating	5%	1%
Matriculating	95%	99%

* LC students include all students taking at least 1 LC course (First year, Developmental, Honors or Second year LCs).

Fall 2011 LC Student Demographic & Enrollment Characteristics:

Predominately, female, White, and under 20 yrs. old; the majority enrolled full-time, are matriculating, and have accumulated > 13 credits.



AY 2011-12 Faculty Distribution [N=37]

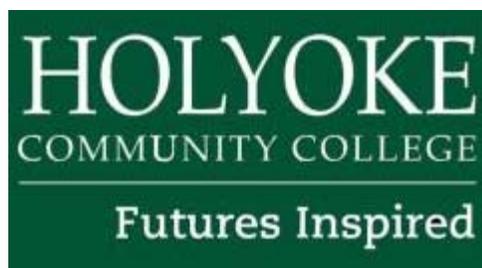
On Friday, March 9, from 8:30-3:00, we hosted a **LC Faculty Exchange** with our colleagues from Capital Community College (CCC). Here's the link to the "[Hartford Heritage](#)" NEH project for details about how our CCC colleagues are planning to infuse introductory writing courses with the Humanities via a linked course model.

By all accounts the **LC Faculty Exchange** was informative, enjoyable, and affirming of our work together here at HCC. Our CCC-LC colleagues found the day to be most valuable and expressed their desire to continue our collaboration, thus creating an inter-institutional LC community of practice.

We'd like to thank first and foremost, those LC Faculty teams and their students who so generously allowed us to visit their classrooms - Sarah Gillemann & Mahmud Ahmadov, Laura Larson & Tzivia Gover, and Maura Henry & Ismet Ozkilig; VP Matt Reed's inspirational welcome address; our workshop/panel facilitators - Kate Maiolatesi on the integrative project in LCs, Pat Sandoval on embodied learning, Kim Hicks and Pat Kennedy on the seminar, and Don Hanover, LC student panel facilitator; our wonderful LC Student panelists - Cheryl, Anne, Emily, Sara, Camille, Peter, Aaron, Fabiola, and Sheff. And last but certainly not least, Liz Haller without whom we would have been brown-bagging it in the visitor's parking lot.

We especially appreciated everyone's enthusiastic participation since we had to schedule this program the day before Spring Break! It's a testament to the dedication and grace of this LC Community - students, faculty, administrators, and staff alike.

CAMPUS & COMMUNITY ENGAGEMENT



Collaborations, Consultations & Conferencing

On Campus:

- **FYE Program:** The LC Program is collaborating in the development of the new FIG linked courses in Health Foundations and the faculty group selected to design "first-year seminars" by providing customized assessment workshops.

- **Pathways Program:** This program provides academic support services, mentoring, the Math Transition seminar, and Learning Communities to prepare under-represented students to earn their bachelor's degree from selective liberal art colleges like Mount Holyoke College, Smith College, Hampshire College, and Amherst College. The inter-institutional team-taught LC - "Urban Political Economy" - will be offered again by Preston Smith (MHC) and Mary Orsich (HCC) during Fall-2012. Mark Clinton (Political Science - HCC) and Frank Couvares (History - Amherst College) offered another inter-institutional LC - "Immigrant City" - Spring 2012. (Special thanks to Irma Medina, Pathways Program Coordinator, for her support.)

- **Honors Program:** The HCC Honors Program is delivered through three LC pathways: a first year LC pairing of English Literature and Laboratory Science (e.g., *The Pleasure of Finding Things Out*, Spring-2012), a sophomore honors LC (e.g., *The Politics of Food*) and the capstone, honors colloquium (e.g., *Justice for All*, Fall-2011 and *Capitalism in Crisis*, Spring-2012).

- **Service Learning:** Three first-year LCs, one at the honors level on "Sustainability," one at the developmental level "All About Food," and the other as a FYE LC, "Exploring Inequality," have been documented as LC-Service learning faculty development resources. (Special thanks to Kate Maiolatesi, Jill Toler, Xian Liu, Don Hanover, Lisa

HCC Students at the "LC Faculty Exchange"

LC Student Panel on "The LC Difference"



CENTER for INTEGRATIVE LEARNING RETREAT:

"Sharing Knowledge, Celebrating Community"

The first 2011-12 Annual Center for Integrated Learning Retreat was dedicated to expanding the integrative teaching and learning commons. As the title suggests, the purpose of the retreat is to share knowledge from our evolving practice regarding how students integrate their learning, and how we teach and assess integrative learning in Honors, LCs, and Service Learning courses. Twenty-four faculty and staff were in attendance, meeting together on May 25, 2012, on campus in KC 301-03.

This year's Retreat was organized around a variety of professional development activities, including: Annual Report(s) X 3 from each of the program areas, punctuated by presentations by Laura Hutchinson and Steven Winters regarding their service learning projects; A Service Learning Presentation by Tzivia Gover and Lisa Mahon - "Healing on the Page: A Case Study in Integration" a forum on "Moving Forward: How Do We Attract & Retain Students."

Some of the following on-campus promotional strategies were recommended as a means to increase LC student enrollment:

- Making the presence of the Center for Integrative Learning and each of its constituent programs more visible via a centralized webpage on the HCC website.

Mahon, and Mary Orisich for "going public" and sharing their experience and expertise.)

• **ESL Program:** Three LCs were offered during AY 2010-11 : *Surviving: The Power of the Human Spirit*, taught by Jill Toler & Vivian Leskes - F10; *You and Your Cage-free Eggs*, taught by Ismet Ozkilig & Pam Kennedy [ENG 101 Language and Literature & ESL 151 Reading and Writing 5]; and *The Immigrants' Mosaic: The Journeys We Make*, taught by Petriana Monize & Rubaba Matin, [ESL Level 5 and ENG 099 Reading and Writing Efficiency].

• **Community Outreach:** Four LCs collaborated with non-profit community organizations during AY 2010-11: *Exploring Inequality* with Kate's Kitchen and Margarette's Pantry; *Sustainability* with Nuestras Raices and Food Bank Farm; ENG 099 *All About Food* with the Holyoke Food and Fitness Council; and ENG 099 *Women's Health* with The Care Center.

• **Student Activities Program:** Too many activities to count but highlights include co-sponsor of 3rd Annual LC Poster Conference and support for a host of visiting scholars, authors, artists, poets and musicians, including poet Susan Deer Cloud. (Special Thanks to Liz Golen, Student Activities Director)

- Communicate directly with students and advisors during priority registration via direct email messaging, facebook, and the HCC website.
- Use former and current LC students as "recruiters" for upcoming LCs.
- Begin the conversation across campus on the possibility of an "integrative learning" graduation requirement that could be satisfied in a variety of ways, including but not limited to internships, practica, capstone courses, LCs, Service Learning Projects, and/or Honors Colloquia



Upcoming 20th Anniversary Celebration of the LC-Program

The HCC Learning Communities Program will be 20 years old in Fall-2013. Established with a grant of \$106,000 from NEH, NSF, and FIPSE, learning communities were chosen as the strategy to "Reunite the Arts and Sciences" (Fall-1993). And as they say, the rest is history. Our preliminary plan is to organize a fundraising dinner and reunion for former and current students, faculty, staff, administrators, and LC community supporters scheduled during Fall-2013. Any ideas are welcome and will be considered, so please don't hesitate to offer yours.

