LEARNING COMMUNITIES & LIB100

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WHAT HAPPENED?

LIB100 & LIB101 @ NCC

- **Filled a SUNY Gen Ed Requirement**

- **Students reported good outcomes and "liking the classes"**

- **Professors were popular among students**

- **Changes in graduation and transfer requirements**

  - Many elective classes in all disciplines suffered enrollment drops and cancellations

Enrollment became so low, that LIB100 &101 had not been offered at NCC for years.

# NCC'S ONE SHOT CLASSES

| The Good:	The Bad:
-Students report getting the resources they need -Professors report an increase in quality of papers. -Students are at least introduced to the concept of databases, and differences in quality of information	-Information overload -Sessions can be held at suboptimal times in relation to the semester (for scheduling convenience) - It's not enough time

RESULTS OF ONE SHOT CLASSES WHEN ALL THE "BAD" HAPPENS

Faculty feels like their students have gotten a good start.
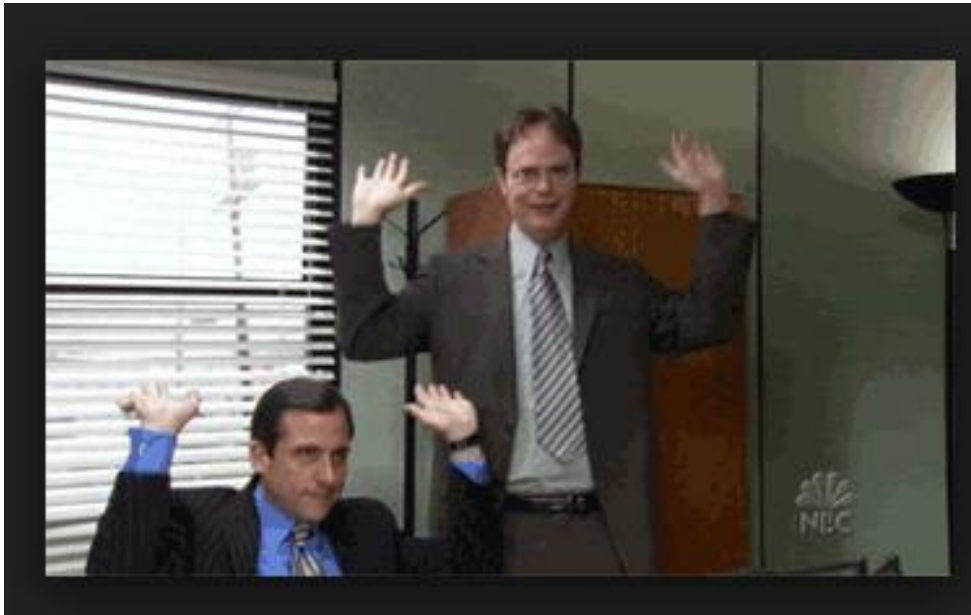
Students leave like this:
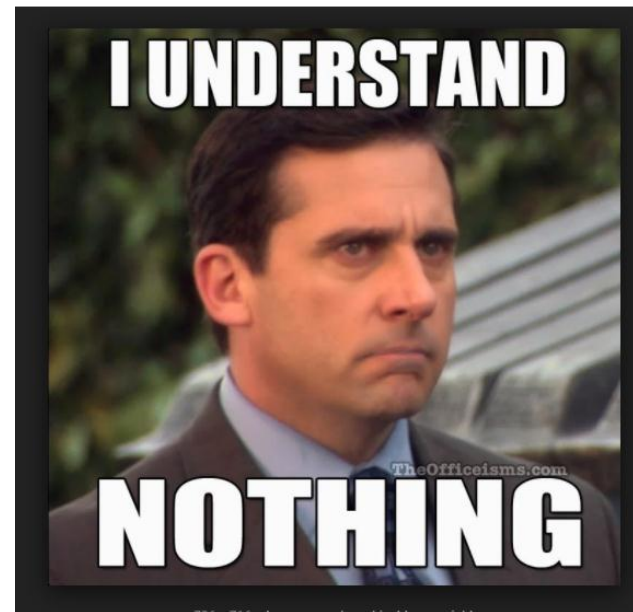
ENTER THE LEARNING COMMUNITY

- What is a Learning Community?
  - A small cohort of students together in two or more thematically linked courses, usually for a single semester, with added support, such as extra advising or tutoring.
  - The theory behind learning communities is that they give students a chance to form stronger relationships with each other and their instructors, engage more deeply with the integrated content of the courses, and access extra support, making it more likely they'll pass their courses, persist from semester to semester, and graduate with a credential.
  - **Learning Communities @ NCC:**
    - We have a coordinator.
    - Students must take both classes in order to enroll in either.
    - Departmental approval must be obtained.

WHY LIB100 & ENG101

LIB100 and ENG101 are a natural pair:

ENG101 provides a deep bucket of content for LIB100

- Easy for students to contextualize the relationship
- Captive audience ensures your class will fill
- Other classes considered: History 101, Sociology 101, but any content based class that requires a research paper will work.

LIB100 then functions as a pseudo lab for the 3 credit class.

- Like an extended one shot with added value.
- Students have added incentive to focus and do well
  - 4 credits > 1 credit.

FINDING A PARTNER

Two ways:
- Ask your Learning Communities Coordinator
- Choose your own partner, which feels like this:

THE EXTRA WORK INVOLVED

It will be more for the LIB100 instructor than the content based class

- Your assignments will orbit their content, thereby enhancing their understanding of the subject, while learning valuable library skills and research tools.

- 2 meetings prior to start of the semester, and open lines of communication between faculty members.
  - Pick someone who is responsive, otherwise, the students will not get the connection and the learning community concept will lose value
  - Initial meeting: Syllabus exchange and "getting to know your teaching style".
  - Second meeting: syncing of assignments and what you will cover each week.

PACING OF CLASS

LIB100 is 1:15 minutes, 1x per week (1 credit)

- 45 minute lecture + 30 minute lab.

- 10 lecture based classes, 3 classes were labs which allowed students to research their ENG101papers, 2 final presentation days totaled the class schedule.

- The lab classes and final presentations were attended by both faculty members and counted for both classes, but were taken out of LIB100 time.

ASSIGNMENTS

10 exercises to be done during lab time. If not complete, considered homework and due next class.

- The theme of 5 of the exercises related directly to ENG101 class assignments and the research paper assignment.

- Other 5 assignments were library related skills, including: Fake news, website evaluation and databases unrelated to ENG101.

FEEDBACK

- Students found the materials "made more sense" and "had some useful value" because they knew they needed it for their research paper.

- Of the 27 students who started the class, we maintained 25. One dropped out of school for personal reasons, the other for unknown reasons.

- Grades: the grades were about the same for the ENG101 class, but the ENG101 professor reported a much lower incidence of drop out.

- Students indicated that they would take another learning community.

- Institutional response: Added sections of LIB100 paired with ENG101 for Fall 2018.

WHAT WILL CHANGE FOR NEXT SEMESTER

Additional group work assignments:

- Students indicated that they would prefer some more.

Final presentation:

- Students were nervous and did not do their best work
  - Next semester LIB100 will have a md-term and a final (based on student preference).

QUESTIONS OR COMMENTS?

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