

# Academic Wellness Educator's Annual Report



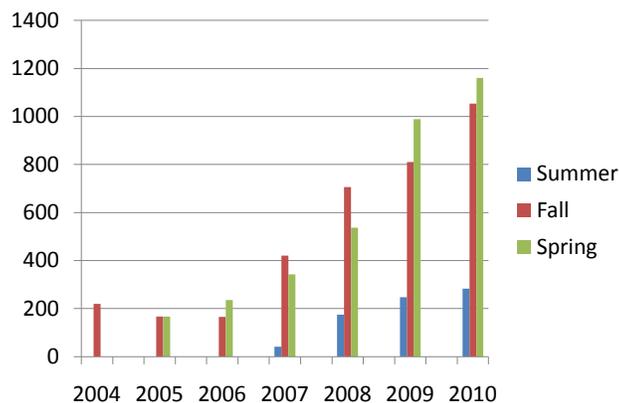
## Introduction

The information included in this report describes the activities of Focused Inquiry Groups (FIGS) working to promote academic wellness in an ongoing climate of growth and improvement throughout the entire college community for all students at all levels of preparation during the 2010-2011 school year. Each fall FIGs plan their activities and propose them to the Academic Wellness Steering Committee. Throughout the year FIGs report their progress to the Steering Committee. This report captures the FIGs' final accomplishments as of spring 2011 and some also identify next steps for the upcoming year. As this report shows AWE is involved in all areas of the campus. Students, staff, faculty, and administrators all participate in FIGs and on the Steering Committee.

## Academic Achievement Center (AAC)

The AAC has continued to increase the number of tutors, tutoring appointments, SI sessions, and direct faculty participants in the 2010-2011 year.

### AAC Tutoring Appointments



## Distance Education and Visibility

This year was busy for Distance Education with the transition to the new Blackboard 9.1 from WebCT/Blackboard CE. We worked out the technical kinks and continue to work on effective practices for embedding basic technology skills. Two basic (15 & 50 minute versions) video-clip orientations were created to help students familiarize themselves to the online environment.



The restructure of the AWE Web site and blog addition is still in progress. The AWE Newsletter changed its format and continues to highlight the monthly AWEstars, Tutor's Corner along with 2 other feature spots.



## Early Alert

Early Alert is an automated system through SARS to give students early notification of instructor concerns about their course progress. Early identification of issues and notification to students provide the opportunity for early intervention. Instructors, counselors, and other professionals offer resources and strategies that may result in a change in the students' course outcome or an improvement in future outcomes.

The instructor uses an Early Alert referral form on the Columbia College website and student e-mail on the course roster to send a notification to the students. The notice specifies instructor

concerns, provides a personalized instructor message, and directs the students to contact their instructor and counselor to discuss their progress and ways to improve. It also provides a link to the websites of valuable academic resources on campus. The notice is also sent to Special Programs and Counseling. When an Early Alert student schedules an Early Alert appointment with a counselor, the counselor can view the notification sent to the student and a blind copy notice to the counselor from the instructor. Each week the staff downloads the notices and attempts contact with the students to encourage them to meet with a counselor.

### **Early Alert Outcomes – Spring 2011**

<b><u>Number of Instructors</u></b> who sent students Early Alert Notices:	33
<b><u>Number of Early Alerts</u></b> sent to students <u>through SARS Alert</u> :	206
<b><u>Number of Students</u></b> who were sent an Early Alert Notice:	177
<b><u>Number of Early Alert student - counselor contacts:</u></b>	
Number of counselor contacts	33
Number of students who contacted counselor	24
Number of cancelled appointments	5
Number of missed appointments	3
<b><u>Number of Concerns:</u></b>	
Low test scores=	116
Missing assignments=	135
Not attending class regularly=	84
Not having the necessary skills for this course=	28
Not meeting class participation requirements=	69

### **Early Alert Evaluation**

The SARS system for Early Alert has had intermittent problems in the function of its technology and its interface with Columbia College and the District IT. Currently, the interface has improved, but it has demonstrated that the Early Alert system must be periodically tested. The instructors have been helpful in notifying the Early Alert team when they have a problem in accessing SARS Early Alert, and efforts have been made to rectify the problems as soon as possible. It is critical that the system functions consistently to be effective. Instructors must trust that the system will work or they will be reluctant to use it.

Another area for improvement is the student response to Early Alert. It is critical that students read their campus e-mail to access their Early Alert messages. As all college communication to students has shifted to e-mail, there is now an increased likelihood that the students will receive the Early Alert messages. Given available data, few students are contacting a counselor

concerning their Early Alert issues. The goal in Fall 2011 is to focus on student awareness of Early Alert as a student support. Early Alert bookmarks are being distributed to key student areas on campus as a means of carrying this message. Plans are being made to discuss Early Alert with key student programs, groups or classes.

In addition, there is a need to be able to collect and store accurate Early Alert data. The data is critical in tracking the system's use, student follow-up actions, and academic outcomes. The data is only as good as the functioning of the system that produces it. Discussions with SARS, District IT, CC IT, and the Early Alert team will continue so that improvements may occur.

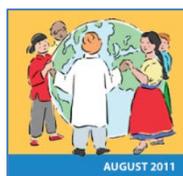
The Early Alert team will continue to work on marketing strategies to increase Early Alert usage by the instructors, counselors, and the students. Technology will be monitored to maximize its functionality. A timeline so actions taken by the Early Alert team occur in a timely manner and result in an effective system is essential to early alert success.

## ESL

After Vonna Breeze-Martin's retirement, Cheryl Divine stepped up as program coordinator, joined the AWE group, and became the ESL FIG leader. The goals of the ESL program include formulating bench marks to facilitate movement through the levels and develop a tracking system to document student movement into the college's regular classes. This goal would be facilitated by having a system for tracking students as they move through and beyond ESL classes.

In addition to traditional marketing tools this year Cheryl rekindled the ESL newsletter, which is sent out once a semester to over 100 students in Tuolumne and Calaveras counties, by email and regular mail. Cheryl also continued to outreach throughout the Columbia College service area, including contact with area schools, churches and employers. This includes visiting various businesses, posting flyers and attending social functions to bring awareness to the ESL program (for example: The Festival de Virgin de Guadalupe, etc.)

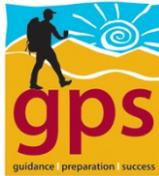
The ESL program continues to offer several multilevel, non-credit ESL classes at a range of locations, days and times to make these classes as accessible as possible. Classes are offered at four ESL sites: Jamestown Family Resource Center, ATCAA-(Bluebell Road off Tuolumne Rd.), Murphys and Jamestown. These off campus sites serve to meet the needs of the students closest to those communities.



[Click on the image to open the newsletter](#)

## GPS: Guidance Preparation Success

This year the GPS FIG launched a series of 7 “tools” to enhance student success during the spring semester. This group of staff, faculty and students, developed content and materials that were used across campus. Multiple tools were engaged to get the word out about GPS including a website created by Jake Beck, marquee messages, campus wide emails, links from the Columbia College home page, and information shared at campus meetings. A survey was conducted to assess the results of the tools. We gained valuable feedback about the project. Many users reported benefitting from the tools. The group decided to use the same set of tools for Fall 2011 with enhancements based on the feedback from the survey. See the website for more details: <http://gps.comm.gocolumbia.edu/>.



## House Calls

Math Professor Anne Cavagnaro made several house calls to vocational courses as follows. The house calls are designed to provide “just in time” mini lessons to students who will be using the math skills on upcoming assignments. She visited:

- Ida Ponder’s Financial Spreadsheets class 3 visits functions and the storage facility project
- Tom Hofstra’s Water Resource Management 1 visit on “water math” day
- Kathy Sullivan’s Creative Activities in Math class 1 visit to explore patterns, also investigated the mobius strip
- Kathy Sullivan’s Child Development Administrators class 1 visit for the budget project
- Lara Ford’s Surveying class to give a little trigonometry and Pythagorean theorem prior to field measurements of trees (Lahna came on this one too)

Informally other instructors have been providing house calls for each other and many instructors invite various services in to provide house calls as well (a tutor comes to do a mini writing workshop, etc).

## On Ramp

Summer 2010 Program Summary: The Summer On-Ramp program is designed to better prepare students for academic expectations.

Course Offering & Program Design:

8/4/10 and 8/5/10

**CMPS 198CS** 1147 Basic Computer Training W, TH 8:30 AM - 2:10 PM Buckeye 4  
8/9/10-8/19/10

**SKLDV 690** 1119 Study Skills Training M-TH 8:30 AM - 9:40 AM Buckeye 4

**LIBR 1** 1038 Orientation to the College Library M-TH 10:00AM - 12:15 PM Tamarack Hall

**GUIDE 107** 1100 Orientation to the College M-TH 1:00 PM-2:10 PM Buckeye 4

	<b>CMPS 198cs</b>	<b>SKLDV 690</b>	<b>GUIDE 107</b>	<b>LIBR 1</b>
Drops/No Show	2/25 (8%)	6/24 (25%)	5/24 (20.8%)	8/24 (33%)
Pass/Completers	22/24 (91.6%)	17/19 (89.5%)	19/20 (95%)	12/17 (70.5%)

### Debriefing Meeting & Recommendation for the Future:

On 9/9/10 a faculty debriefing meeting was held to discuss the results of the program and to make recommendation for the future. The instructional team members asked the program participants for feedback on the last day of instruction. Program participants indicated that they felt the Computer Science portion of the program would better address their needs if it were longer. The instructional team agreed that the Computer Science course should be lengthened to a four day format and increased to a one unit course. This course (which was approved last Spring as an experimental, variable unit course) will be submitted to the Curriculum Committed for approval as Computer Science 620 (a skills development level course).

Program participants shared that the Library component was too intense. The instructional team recommends that the Library class be customized to meet the needs of new students and should be designed to be a half unit course at a non-transferable level. Brian Greene will work on the course development and submit it to the curriculum committee for approval (possibly Library 101).

At this point the instructional team believes that the program could be even more successful and user friendly for students if the Guidance 107 course was lengthened to a one unit class with a stronger focus on student support and wellness. The Guidance 107 class is a variable unit course .5-1.0 unit. No formalized modification is necessary.

The course offering format for next summer is recommended as follows:

Week one Computer Science 620 (1unit)

Week Two and Three Library 101 & Skills Development 690 (.5 &.5 units)

Week Four Guide 107 (1unit)

3 units total

Finally, the instructional staff members believe that the program may better meet the needs of students if it were offered earlier in the summer. This would allow students to develop a sense of the level of effort they will need to employ in order to be successful in their Fall course work. Further, it would allow students to develop an understanding of graduation requirements and educational planning prior to the Fall enrollment period. In addition, students would be able to apply for additional support services within timelines which would allow them to have those services in place for the Fall term.

### Teaching and Learning

In the 2010/2011 year the AWE Teaching and Learning FIG created several successful activities including:

- “Think Tank” Conversation about 21<sup>st</sup> Century Learning
- Classroom Visits
- Brown Bag Andragogy Discussions (BBAD)
- AWE Van Trip to Chabot College

In December Twyla Olson facilitated a powerful discussion to assist us in thinking about what 21<sup>st</sup> Century Learning looks like. Small groups including a student were formed to tackle various challenging questions. The conversations were dynamic and inspiring.

Kathy Schultz organized two week long periods of open classrooms during the spring semester. Faculty volunteered to open their classrooms for visitors. From anecdotal reports it was a welcome activity, adjunct instructors took advantage of the opportunity to observe full time faculty in their discipline.

During the spring semester Jeff Tolhurst revived the BBAD lunch conversations. The conversations were not only thought provoking but gave people who don't always work together or talk an opportunity to get to know each other.

In May Adrienne Seegers organized a van trip to Chabot College to visit their Center for Teaching and Learning. The purpose of the visit was to help Columbia staff and faculty think about how we want to shape our Center for Teaching and Learning. A much larger, urban college, Chabot naturally is organized quite differently. Jennifer Lange the Center for Teaching

and Learning Director shared helpful information that will inspire and inform what Columbia chooses to do.

For a full trip report visit the AWE website: <http://awe.comm.gocolumbia.edu/roadshow.aspx>.



### **Textbooks for Reserve Collection**

The goal for this FIG was to increase availability of current textbooks, particularly for core courses and increase use of reserve collection (where current textbooks are kept). Circulation statistics showed a 56% increase in reserve circulation usage compared with the same period in 2009/2010. The FIG had some skepticism about the data and is working to better refine the information collected.

### **Veteran's Services**

The Veterans Services Focus Inquiry Group (FIG) grew in great lengths during the 2010-2011. The mission and purpose of this FIG is to fill in the gaps when possible for students transitioning from military service to college. The effort comes in two forms, financial support with books and building the community of veteran peers.

The effort to ease the burden of textbook purchase up front while this group waited for their delayed GI Bill payments was a success. This fund provided textbooks for 6 students who were indentified on a case by case basis. These students were those who began school and did not understand the processing time involved with their GI Bill payments and that they came in arrears. To purchase the textbooks out of pocket and upfront would have created a hardship. Some of these students planned to forfeit their grocery or rent monies to pay for their textbooks. The assistance with books was greatly appreciated and each of the six students returned the textbooks at the semesters end, as agreed upon.

Also, the goal to create a community of veteran students was and continues to be successful. The Veterans Day Celebration was a success with many an increased attendance from veteran students, as well as faculty and staff. The celebration included pizza and beverages as well as over a dozen themed gift baskets donated by faculty and staff on campus. The gift baskets were given as a door prize via an opportunity drawing. This event was a good platform to show the

College's appreciation as well as a way for veteran students to meet one another and share commonalities.

The Columbia College Modern Veterans Club was first chartered during this academic year. Co-advisors Erik Andal and Michelle Vidaurri have helped to set the foundation for the group in hopes that the students involved would take advantage of the opportunity and move with it. This FIG has assisted in promoting and supporting club activities and the feedback and attendance was positive.

### **Wellness FIG & GPS Stress Management Tool Review**

We engaged in two similar events (Nov 30-Dec 1<sup>st</sup> & Feb 16<sup>th</sup>-17<sup>th</sup>) in order to meet student and staff needs concerning stress reduction during the school term.

The first of these events took place in the Student Center for two consecutive days. The event consisted of neck and shoulder massage, hot tea, recipes and handouts providing ideas on how to reduce stress. Also a guided relaxation site was offered on all of the Student Center computers. Students were directed in how to use these guided relaxation sites to benefit from 3 to 10 minutes of "time-out."

All of the provided methods for dealing with stress were greatly appreciated and utilized. At one point we had 7 students plugged into computers for guided relaxation, 2 students and 3 staff waiting for massage while our two available staff members were occupied giving massage.

Over these first 2 days we gave out over 80 cups of herbal tea, provided 65 neck and shoulder massages and spoke with 95+ students and staff regarding stress relieving techniques.

At the second event, we showcased the same stress relieving methods as introducing previously and attached them to the GPS tool "Dude. Relax!" We moved the event into the Manzanita Rotunda. We scheduled additional massage therapists and other outside experts of stress relieving methods. We had one massage therapist (a CC student) who volunteered to give massages for 1 hour. She had such success and was so well received she stayed for an additional 1 ½ hours. (Unfortunately all others who had committed time were sick with the flu that week.) April Walker and Kim Zubek gave approximately 85 massages over the 2 days. We gave out 95+ cups of tea (some coming back for refills.) We had 3 laptops available for guided relaxations and they were all well utilized over the two days.

In response, several staff/ faculty and students have asked for ongoing massage available on campus. We observed many students exchanging neck and shoulder massages over the following days. Evaluations from students in Health Services have highlighted this event as a favorite and one that they would like to see more of and have received great benefit from. Tori

(student form ASC) followed up this event by provided tea for students in the ASC as a student run project.

In the new Student Center Ryan Brady has made available the relaxation site as a permanent desktop icon to access from all the computers. We are hoping to get this site onto the library computers next semester.

