

AWE Core Retreat

3/26/2010

Minutes

Attendees: Adrienne Seegers, Lynn Martin, Melissa Colon, Melissa Raby, Craig Johnston, Gary Mendenhall, Mike Torok, Alicia Kolstad, Dennis Gervin, Cindy DuLany

I. Welcome!

II. Activity with Lynn

III. Status of work defined in August

- Melissa R: Assessment and student placement
The Original Goal: overall expanded assessment and interest inventory for courses. To have the first assessment and placement more efficient.
Not much progress to report.
Validity report for Math is ongoing.
More computers are being added to the Career center to add more time and resources for assessment – still pending installation.

Discussion items:

The question, “How do we know when students are prepared?” was raised. Assessment is not always the only way to identify needs. We need to be able to provide essential skills classes on campus with clear goals of what they are and how they fit together.

The idea of small modules for some of the reading, writing, and/or math skills developed rather than full semester classes. The use of the SI model for any student to provide supplemental instruction for classes.

Providing the Student with self assessment tools to assist in accurate placement in classes.

Continue to develop contextual support for reading, writing and math skills

Implementing Guidance 107 as a requirement for all students entering Columbia College

- Craig: Effective student email (will engage students to teach others)
The Original Goal: Ensure students use their college email for communications
Critical mass, more users, comfort level getting better, help desk is more informed now than previously.
Appears students are getting the hang of email set-up with assistance from the tutors in AAC and student senate.
- Melissa R for Susan: Early Alert faculty use increased
The Original Goal: Increased usage
There have been bugs with the software that are being worked on. Faculty are coming and asking about how to use Early Alert! Need to work on the cultural philosophy and role of faculty in intervention with students – for their benefit and success.
- Adrienne: Increase staff, faculty, and student engagement in AWE
The Original Goal: as listed above
The student focus fig was activated with Ashley and Danielle taking a lead role. They are continuing to work on developing a peer to peer mentoring plan to work with Paul in

Middle College as a start. Face to face and online social network are ways for the peer mentors to communicate with the students.

Creation of a campus wide campaign to increase the Staff and Faculty involvement is needed, especially the HHP folks. The focus will be the "Habits of Mind".

Alicia/Lynn/Gary: Orientation and expanded info about program exploration for students

The Original Goal: as listed above

This was reiterated by Gary - It is important that students have information regarding opportunities and careers before they pick their majors and transfer programs.

Statistics show that 67% of students pick the wrong career. It is especially important to provide students with information on vocational programs and the major possibilities.

Employers need student/employees that can read, write, and do math at a specific level for them to be successful in jobs. The skill sets needed change quickly and the college needs to be responsive.

How to implement?

Cool Careers for counselors

3 – 5 minute video clips by each program identifying the skills needed the potential jobs, and benefits of each program.

IV. Brainstorm ideas for sustaining AWE if funding is not available in the future.

Sustainability Ideas:

Funds. Human resources. Value added? What's in it for new participants?

Craig's "nugget" for areas to include or give areas away to link to AWE.

Include in Unit Planning (Project names)

Visible and integrated in all College Planning

AWE is essential to Columbia College → everyone catching the bug

→ Planned outreach of those who haven't yet participated

→ Student's do outreach

Better understand funding streams → how to support AWE activities

Grant funding? (for what we're doing now)

Kickoff with information on AWE on Flex Day with a 10 minute punch list of accomplishments

Have faculty and staff forums where discussions on the topics covered today would be brought forward

Expand the candidates for participation in AWE activities – adjuncts, classified staff, students who demand AWE

Continued support for AWE (Cindy/Lanai)

Visibility through:

the Annual report where we will capture accomplishments, share successes

information in every space on campus

billboard of accomplishments

Open House model

Connect with the Senate President regularly (others as needed)

- V. What's on your mind? What's next?
Interventions – multiple ways – active guerilla tactics
Create pathways – matriculation + curriculum
Teaching & Learning community partner w/DE
Habits of Mind
Diversity Tools/AWE team -> morph so it's value added for broader participation
Increase student success (when students leave they have what they need)
- VI. Plan for 10/11 Core Activities
Retreats for next year: 3 for Core Committee. One in September, December and March
Place should be far enough away from Columbia College so that all attendees stay through the entire retreat. No leaving early – it is disruptive to the flow of ideas.
- Venues to explore: Murphys, Twain Harte, Poker Flat in Copperopolis, Black Oak Casino (non-smoking only) Angels Mercantile, Angels Camp.

Action Item Summary:

ACTION: Discuss at the Steering Committee the recruitment of additional FIG leaders

ACTION: Work with new leaders at an ISW at Baker Station? Date of reservation for Baker Station is August 23 – 24, 2010

ACTION: Determine the things to do before summer – Adrienne/Cindy

ACTION: Invite Beccie Michael and a YCCD trustee to the 4/23/10 AWE celebration – Adrienne/Cindy

ACTION: Investigate venues – Adrienne/Cindy

Submitted by: Cindy DuLany