

Columbia College
Academic Wellness Educators (AWE)
Annual Report 2009-2010



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 2009-2010 school year. Each spring 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 2010 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)

Submitted by Craig Johnston

Who was involved: [Craig Johnston](#) | Coordinator ; [Elissa Creighton](#) | Instructional Support Assistant

AAC Student Tutors and S.I. Leaders

Tutors

Sarah Barnum
Denise Brixey
Laura Corral
Alex Craven
Hanaa' Davis
Kevin Degn

SI Leaders

Amber Black
Amberly Hall
Julie Holt
Lindsey Kearney
Amber Overgard
Zack Priest

Emily Ebbett
Sarah Fry
Nicol Gaffney
Lindsey Kearney
Ariella Megory
Amber Overgard
Andrea Pellini
Danielle Pellini
Zack Priest
Tonya Scheftner
Katie Slocum
Sigil Smelkowska-Blackwolf
Emily Valentine

Ann Stanfield
Emily Valentine

What did your FIG accomplish this year?

- Provided basic skills assistance via Supplemental Instruction: Combining "How to Learn" with "What to Learn."
- Offered Supplemental Instruction for the math component of First Year Experience.
- During the Fall Term 2009, the AAC provided Supplemental Instruction (SI) for the students in courses in the area of Arts and Sciences and Vocational Education
- During the Spring Term 2010, the AAC provided Supplemental Instruction (SI) for the students in courses in the area of Arts and Sciences and Vocational Education.
- Increased overall academic support services to students at the AAC, particularly with basic skills assistance through increased Tutor/Student Engagement. We now have 19 Student Tutors/SI Leaders
- AAC Student Contact Hours in Fall 09 were up from the previous fall semester
- AAC Student Contact Hours for Spring 10 are up from the previous spring semester.
- Increased student success through Tutors as Mentors and Success Coaches, tutoring reading, writing, mathematics, learning skills and study skills.
- Embedded Tutor Pilot Program (Embedded Tutor in Child Development classes)
- Embedded Online Tutor Pilot Program (Joan Canty, Denise Brixley, Melissa Colon)

Accomplishments (cont.):

During the Fall Term 2009, the Academic Achievement Center provided Supplemental Instruction (SI) for the students in courses in the area of Arts and Sciences and Vocational.

The SI data suggest that those who attend receive higher course grades than those who do not and that those who participate in SI have lower unsuccessful enrollment rates than those who do not attend.

For the individual courses, the data analyzed by clustered attendance (0, 1-4, 5-8, 9+ sessions attended) suggest that regular attendance at SI continues to be of more benefit for students than attendance only before exams.

This data suggest that the "treatment" (SI) makes a difference in the students' learning. When students learn and achieve higher course grades for their learning, we know that they tend to stay in higher education at a higher rate, thus affecting retention on campus, and thus affecting student long term success.



Boots to Books

Submitted by Michelle Viduarri

During the 2009-2010 academic year Columbia College served 98 students receiving Veterans Educational Benefits. This was an increase from a total of 59 for the 2008-2009 academic year. This increase was due in part to the newly improved Post 9/11 GI Bill. The Post 9/11 GI Bill is intended for Veterans that served active duty beyond the 9/11/2001 date. These students experienced difficulty transitioning both to civilian life and college life. While implementing these new benefits, the Veterans Affairs experienced processing difficulties and Veteran students received miscommunication from them regarding their entitlements. The Veteran Certifying Official's department (Financial Aid Office) was tasked with aiding in this transition when possible. This included increasing our part as a liaison between the student and the Veterans Affairs.

As part of this FIG, a Veterans Day Observance was hosted. Seventy two Veteran students were invited to come enjoy conversation and refreshments in celebration of their day. This was a new event for Columbia College, and the feedback from students was positive. Although the turnout was low, Veteran students appreciated the recognition. One specific Veteran student attended with his wife and young children. He is a high risk student experiencing PTSD. He stayed for the entirety of the event and made a connection with many Columbia College personnel that came by to show their gratitude.

The retention rate of this population has increased dramatically, and long term trends are being analyzed to show the past retention versus current, as well as success rates. Out of the 98 students only three students' enrollment were terminated due to withdrawal from all coursework.



Early Alert

Submitted by Susan Meideros

There have been several improvements to the Early Alert system this Spring semester. As the college shifts over to electronic student notifications and away from hard-copy mailings, more students are able to access their Early Alert messages.

The college has a new website and Early Alert has an accessible location on the Counseling website. Improvements are planned in this area using connectColumbia.

We have identified common issues that block individual instructor access to Early Alert and have been able to get them corrected in a timely manner.

We have resolved most of the counselor Early Alert access issues that have given us problems.

Counseling and Special Programs has a procedure in place to regularly identify when an Early Alert message is sent by an instructor. Follow-up phone calls are sent to these students, encouraging them to see a counselor for help.

Communication between Instructional Technology – College, District, and SARS- has increased so Early Alert improvements are happening more readily. Also, as other colleges with SARS Early Alert programs report their concerns to SARS, the company makes improvements that affect all colleges. Instructor and counselor feedback has been helpful in making positive changes.

We are in the process of creating an improved version of Early Alert instructions for faculty that should be helpful.

I am looking forward to working on Early Alert with others this summer so that when the Fall semester arrives, the program will function smoothly. The Early Alert Improvement FIG will be active next year making further improvements.



Embedding Basic Skills

Submitted by Adrienne Seegers

Patricia Harrelson offered a section of the Embedding Basic Skills class that had a small enrollment. Although the students all reported getting a lot from the experience we have had difficulty getting enough enrollment in the class to make it a rewarding and fulfilling experience. Craig Johnston, Patricia Harrelson, Melissa Colon and Adrienne Seegers met to brainstorm ideas about how to shift this content from a class to another format that might be more flexible and folding this effort into our Teaching and Learning (Habits of Mind) FIG. We are hoping to develop a blog or online forum to keep this inspiring conversation going.



ESL

Submitted by Vonna Breeze-Martin

The Columbia College English as a Second Language Program:

a) Offers a continuum of English learning opportunities to non- or limited-English speakers.

- b) Assists non- or limited-English speakers to learn or improve their English language and cultural awareness skills for employment and life skills purposes.
- c) Helps non- or limited-English speakers improve their English and community awareness to enhance their self-employment opportunities.
- d) Prepares English language learners to continue their education at Columbia College, whether toward a degree, a certificate, life skills, cultural adaptation and/or personal enrichment.
- e) Informs the recent immigrant, low income, and/or non-English speaking communities that Columbia College welcomes them and offers a wide variety of programs and services open and available to them.
- f) Encourages and facilitates the transition of adult ELL students from non-credit ESL classes to for-credit ESL and other Columbia College programs and services.

Tasks proposed for 2009 -2010 included:	Achievements/Results:
Continue to conduct outreach throughout the Columbia College service area.	Outreach included contact, e-mail and/or flyer distribution to: Tuolumne County and Calaveras County schools, Sonora Laundromat, local restaurants, Calaveras wineries, MACT Dental, MACT Clinic, Me-Wuk Indian Clinic, Me-Wuk Indian Dental, Library, Wal-Mart, Calaveras Latino Partnership, Kingdom Hall, St. Patrick's Sonora, WIC, Tuolumne County Health Department, Social Services, Welfare to Work, Job Connection, Sonora High School, Summerville High School, Sonora Elementary School, Ted Bird Independent School, Cassina High School, Center for a Non-Violent Community, local Latino soccer group, Solomon Garden, Cover's, Sierra Glen.
Continue to offer multi-level non-credit ESL classes at a range of locations, days and times to make the classes as accessible as possible. English 305 – Jamestown, Sonora, Tuolumne and Angel's Camp	Seven non-credit classes ENGL 705 were offered during the year. Three classes were offered Summer semester.

<p>Coordinate and maintain relationships with A-T/CAA Family Learning Centers, Mark Twain Elementary School, and other community organizations and entities, utilizing community facilities and coordinating resources for maximum student benefit.</p>	<p>Classes continue to be offered at the Jamestown Family Learning Center, A-T/CAA main Sonora office, and Mark Twain Elementary. Replacing the now-closed Tuolumne Family Resource Center for our ESL classes is the new Tuolumne Community Baptist Church. The ENGL606 class is offered on campus. The GED Preparation in Spanish course is offered at St. Patrick's Catholic Church in Sonora.</p>
<p>Add an evening class at the Summerville A-T/CAA Family Resource Center to reach individuals not available during FLC operating hours.</p>	<p>This class was canceled due to lack of enrollment. The SFRC was subsequently closed and our daytime ESL classes moved to Tuolumne Community Baptist Church.</p>
<p>Incorporate GED and Citizenship preparation into the program, either through discrete workshops or classes or integrated into the ESL lessons. CASAS life skills testing content will also be embedded in ESL lessons.</p>	<p>CASAS life skills content is incorporated in ESL 305 lessons. <i>Leamos Juntos</i> family literacy curriculum also incorporated at the Tuolumne and Jamestown centers. Columbia College vocational brochures, application forms, and other materials are incorporated into the ENGL 606 class.</p>
<p>Invite Columbia College counseling staff to visit classes to inform students of the services and programs available at Columbia.</p>	<p>Not done. Library and other college program orientations have been conducted. Field trips to "Jungle" exhibit.</p>
<p>Continue efforts to lower barriers to participation in such areas as transportation, child care, tuition costs, citizenship, instructional materials.</p>	<p>Family literacy activities are offered students and their children at Jamestown and Tuolumne classes. A-T/CAA offsets tuition for eligible students. Transportation limited to Jamestown A-T/CAA program students. Instructional materials made available through ESL FIG</p>
<p>Offer GED Preparation in Spanish SKLDV 705.</p>	<p>A very successful GED Preparation Class SKLDV 705 is being offered this spring semester at St. Patrick's Catholic Church in Sonora. 38 individuals enrolled. 5</p>

	<p>volunteers.</p> <p>Five weekly additional study groups, three hours each, with volunteer teachers are offered at various locations around the county.</p>
Make GED testing available in Spanish.	<p>Due to the cost and requirements for setting up a Spanish testing site, including a 2-day training for bilingual examiner and proctor, it was decided not to offer testing in Spanish at Columbia, but rather to coordinate with the Turlock Adult School, where the test is regularly offered in Spanish.</p>
Offer an ESL 206 class in Spring 2010.	<p>A for-credit ENGL 606, Advanced ESL, class is being offered on campus this spring semester. Eight students are enrolled; the small size allows tailoring content to individual student needs and includes activities to facilitate transition to other campus courses, i.e., filling out scholarship applications, receiving library orientation, visiting other classes, reading the many Columbia College vocational brochures. About one-half of the students in the class are now enrolled in other campus classes.</p>



Other activities/achievements:

Updated ESL curriculum with numbering changes and addition of two levels to meet new CB-21 coding. ENGL 705A, 705B, 705C, and ENGL 606.

Submitted Student Learning Outcomes for ESL courses.

Bimonthly ESL staff meetings held at Starbuck's Junction meeting room.

Family Literacy activities with students' children implemented at the Tuolumne site.

Enrollment Spring semesters since ESL program renewal with BSI funding:

Spring 2007: 6, prior to program renewal

Spring 2008: 65

Spring 2009: 99

Spring 2010: 92 (54 + 38 Spanish GED Preparation)

Current enrollment in our ESL classes is down to 54 from a high of 99 in Spring 2009. However, Spring 2010 enrollment in all our ESL FIG classes, including GED Preparation in Spanish, is 92, quite comparable to enrollment last Spring semester.

Factors contributing to the decline in ESL enrollment might include:

The difficult economy has resulted in a leveling off of individuals coming to work in Tuolumne County.

The closure of the A-T/CAA Family Learning Center in Tuolumne significantly reduced the support services available to students at that center.

The GED Preparation in Spanish class has an enrollment of 38, many of whom have been our ESL students and now feel confident to move along with their education.

The for-credit ENGL 606 class was reinstated, drawing some students from ENGL 705. We see this as positive movement toward regular campus classes.

At least ten students have transitioned to regular campus credit classes.

Beyond enrollment, we offer the following anecdotes that attest to the dedication and commitment of our ESL team, Lois Johnson, Pietr Young, Frank Sanfilippo, Julie Renner-Ingber, Mark Jonas, and Cheryl Divine-Jonas:

● *"You asked about guests at our classes. At our Jamestown ATCAA class, we had a representative of the Health Department come in and share with the students about how to protect their children from lead poisoning." LJ*

● *"In Tuolumne, Deanna Yeakle has been incredible with the children, teaching family literacy. She brings a large selection of books to decorate the room, reads them to the children, plays music, sings with the children, brings play dough for early writing experiences. They are working on shaping the letters for their names. I have had the children join us for singing songs like "Head, Shoulders, Knees, and Toes" as we do the actions. I have had the moms spend fifteen minutes a week reading aloud to their kids in class. I also brought in preschool books for the moms to work 15 minutes with their kids. We have also brought movies like "Curious George" for the kids to watch in English." LJ*

● *"You asked about any stories about our students. I have a Chilean mom who is here for a year with her family. Her two sons are attending Columbia College. Her daughter and niece are going to Sonora High School. Her youngest daughter is going to Mother Lode Christian School, and the mom is volunteering at the school in the Spanish classes. What's interesting is*

that she is using activities that I use in my class with her Spanish class at Mother Lode. She is very diligent to do homework: stories for comprehension and accompanying activities, Azar Grammar. She also brings in words every class period, either wants to understand the meanings or pronunciation. Her goal is for her entire family to be fluent by the end of a year."
LJ

● *"In my evening class, we have a very faithful class of women who have graduated from university in their own country. They are eager to learn, always very engaged, and do massive amounts of homework. One is a new student from Brazil, who works at Wal-Mart. Her English is already relatively good, but she has been hesitant to give the closing announcement at the end of the day, that is, until being in our class! I would say this group is extremely interactive and growing, and some of them will soon be ready to take classes at Columbia. This class has a tremendous feeling of community. The women have been taking turns bringing in food from their country for us to eat...a great idea for a night class. They cheer each other on and give wonderful support to each other and me."* LJ

● *"About my class last summer: The enrollment averaged around 10. We studied nutrition: looked at labels and recipes (we also made tortillas in class) comparing and contrasting Starbucks to McDonalds, etc. We also studied health: making appointments, health related vocabulary, but also got into acupuncture, aromatherapy and even sewed lavender sachet bags as we read about the power of lavender. Finally, we studied travel and each student made and presented a brochure advertising sites to see and activities to do while in their countries. The diversity was an added bonus: French, Iranian, Panamanian, Chinese, Taiwanese, Mexican, Peruvian. We had fun! Thanks for compiling all this."* CD

● *"GED Preparation in Spanish: Study groups: Wednesdays 3-6 in the library, Thursdays 3-6 in the library, Fridays 9-12 at Lupita's in TH, Fridays 2-5 at Yolanda Corral's house in Jamestown, Saturdays 2-5 in the library. Volunteers: Pamela Blair, Pat Cervelli, Nancy Balkenbush, Pablo Lopez and Bob Haycock (who comes every Tuesday night and teaches math for three hours). Highlight of this semester: the extraordinary diligence of the 38 GED students. BTW, they are working out their own transportation to the test. Did I tell you I'm going to take it with them? The test, that is. It's the only way I can find out what it's really like!"* PY

● *"There is a children's fair at the Calaveras County Fairgrounds on April 24th and the Latino Partnership will have a booth where they'll provide community info – including flyers for the ESL classes (summer and fall – incl. GED), Also, I think it would be really beneficial to advertise in the Calaveras Enterprise to reach businesses that employ English learners and could help get the word out." – I'd like to know if it's possible to get permission first, in case it's something I can pay for."* JI

● *"Here's the scoop from the 606 class: The students regularly receive flyers on college and community activities and programs (GED classes in Spanish, vocational program brochures, and*

so forth). Completing the college scholarship forms was one of the first activities we did at the beginning of the term. Students are required to visit another Columbia College class and give an oral presentation to their ESL classmates on what they observed; about half the class is already enrolled in at least one other C.C. course.” MJ

ESL Student Success:

(Based on anecdotes contributed by Instructor Lois Johnson, January 2010)

E. first came to my MW night class at Jamestown about 4 years ago. She says that my class gave her the tools to survive when she first joined the Skills class at Tuolumne taught by a Columbia College adjunct. She is a super student who got a job through AmeriCorps driving our ATCAA students to class and working with the children while we teach the moms English. She took the Math/English placement test at Columbia and tested into English 151. She is now working for Headstart and continuing in Pietr's Intermediate ESL class. She also took Child Development through the college last semester. I spoke to her instructor and learned that she and C. were the two best students in that class. She's taking Mark's English 606 class this semester.

C. is another student who has been involved with our ESL program and has worked through AmeriCorps at the Tuolumne ATCAA site. She was in our ESL class, working with a volunteer and other more advanced students and passed all of the GED except for the Math section.. She also took the Child Development class with E. last semester and she continues to work for ATCAA in their Jamestown location, picking up clients and working with the children.

T. is another student who has benefited from our programs. I have had her in my Tuolumne classes. She has gone to Frank's classes, Pietr's classes, and assists her husband in their landscaping business. She passed her GED and went to Columbia, took English 250 and passed. Her English has improved so much that one night she called me at home and my husband, who is hard of hearing, commented on how clearly and distinctly she spoke. I have noticed much improvement in her free writing exercises for me.

E. has been taking our classes for 3-4 years. Her English has improved so much and we are very proud of her. In December I ran into a former A-T/CAA staff person who commented about how much E.'s English had improved and how well she does working in the community, how well she can communicate now. She has 4 little girls and works cleaning houses. We are working this semester to help her work with her own daughters so that they will do better in school. One of her goals is to own her own sewing business.

A. works at a local retail business and attended our classes for a year or more. Frank says she is an awesome student and we have both found her to be extremely dedicated to learning English in our classes. Our classes have helped her English, which in turn has helped her in her job.

B. is a Chinese student who has come to our classes for 3 years now. She knew very little English when she started, but has been improving so much and because of our classes was able to get a job at Black Oak Casino. She is continuing to learn because she wants to progress to another higher paying job at the casino.

E. is a great success story. When she first came to my class, she showed great promise. She picks up the language quickly, but only a couple of months later, she dropped the class to work at a local ranch for November and December. When she came back to class, many of the other students had passed her in ability, but in just a short semester she jumped 16 points in the A-T/CAA testing. She continues to attend my classes and Pietr's classes. Her little boy is in kindergarten and she is committed to helping him do well in school. Her English is outstanding now and she is a leader in class. In fact, she has taken over the responsibility as liaison between the students and ATCAA's transportation drivers. She helps the other students and will be successful in college. She would be a great teacher.

S. is another mom of 4 children who is very faithful, dedicated and responsible. She has been coming to our classes for 3 years and always participates. S. comes with her children and has started volunteering in a kindergarten class, which is great for her abilities and for work experience. She can now communicate well even over the telephone, which is very difficult.

A. has 2 daughters in elementary school. She has also been in our program 3 years. Because of the English she learns in our classes, she does well in a house cleaning business.

G. came to all three of my classes for over a year. She is Persian and works with her husband at a local restaurant. The English classes have helped her in her job and prepared her to take classes at Columbia College. Last semester she took English 649 at Columbia College. This semester she is taking 4 classes including Mark's English 606, a keyboarding class, a Windows class, and English 650. Her goal is to get her English up to speed so she can work on a law degree that she started in Iran.

V. came to all my classes for 6 months when she was brought here to the United States by a local business owner. She needed surgery on her leg after a motorcycle accident in Russia, and while here for medical treatment, she faithfully attended all 3 of my classes to work on her English. It took her about 4 months until she was able to put complete sentences together. Her English was so good that back at her school in Russia, her teacher said she had the best English in the entire class and wondered how she learned to speak so well.

L. is a fairly new student. She is a single mother from Mexico with a teenage son. She stayed with another Hispanic family for a while, and comes to all the Tuolumne ESL classes. She faithfully takes home homework and brings them back. We have connected her with a tutor in Adult Literacy. Now she has her own apartment and continues to work on her English. Her goal is to improve her English and some day have her own restaurant.

M. is a young mom of 2 kids who has also been taking our classes. Though she doesn't work outside the home, her English has improved tremendously. She is another student who always does her homework and speaks and understands a lot. Her goal is to become a kindergarten teacher, and I know that she will be successful.

G. is another student who had grown and improved tremendously in our program. She has come to my Jamestown night class and day class. Her husband took our ESL classes about 10 years ago and he encourages her to take the time to come to class. This semester is the first in awhile that she is not attending any classes because she is working a couple of jobs. Her English ability helps her in her work, but her goal is to continue her education at Columbia College.



First Semester Experience

Submitted by Craig Johnston

Who was involved: Alexandra Campbell; Alicia Kolstad ; Craig Johnston; Cynthia DuLany; Dennis Gervin; Elizabeth Pfleging; Gary Mendenhall; Gene Womble; Jeff Fitzwater; John Leamy; Lahna VonEpps; Lanai Hallmeyer; Linda Cross; Meryl Soto; Michael Torok; Sheri Glynn; Tiffeny Flies

What did your FIG accomplish this year?

- In the fall we offered English 151; Math 202; Guidance ; English 649; Math SI.
- In the spring we offered English 151; Guidance; English 649.
- We provided students with books and supplies for school.
- The cohort of instructors and counselors meet with students individually during our weekly. FYE instructors meeting to discuss student progress.
- We've built a learning community that extends beyond the FYE classroom.
- At the End of the year AWE celebration, students from the FSE emotionally extolled the value of the program and the programs positive impact on their education and life.



On-Ramp to Columbia College

Submitted by Alicia Kolstad

The program is nearly ready; we are waiting for final approval from the curriculum committee for the Computer Science component. Recruitment is starting. Materials have been ordered and the participating faculty members are prepared for an exciting new On-Ramp experience. Below is a copy of the advertising material that will appear in the Summer 2010 schedule of classes. The Admission and Records Department has agreed to allow students to apply and register for this special program using the old paper application and face to face registration method.

The On-Ramp to Columbia College

Do you want to be successful at Columbia College? If yes, sign up for the On-Ramp Program to start things off right. **This is a 10 day program for new and returning students just prior to the start of Fall Semester-** beginning on 8/4/10 at 8:30am until 2:10pm each day, Monday-Thursday, through 8/19/10. The program includes:

Course Room	Section Units	Title	Days	Time	
CMPS 170 .5	TBA	Basic Computer Training	W, TH	8:30A-2:10P	Buckeye 4
					8/4/10 and 8/5/10
SKLDV 690 .5	1119	Study Skills Training	M-TH	8:30A-9:40A	Buckeye 4
					8/9/10-8/19/10
LIBR 1	1038	Orientation to the College Library			
			M-TH	10:00A-12:15P	Tamarack Hall 1.0
GUIDE 107 Buckeye 4	1100 .5	An Orientation to the College	M-TH	1:00P-2:10P	
					8/9/10-8/19/10
					2.5

To be in the program you must enroll in and attend all four components listed above.

Skills Development 690-provides students with study skills to increase academic success

Guidance 107 class – an orientation to college and academic planning

Library 1- orients students to the use of the library and academic research

Computer literacy workshop- designed to kick off the program and provide basic computer skills

Interested students should call 209-588-5109/ Columbia College Counseling Office

Detailed Program Description:

Summer On-Ramp

In an effort to assist students with the transition to college, the Columbia College faculty assembled a cadre of courses offered in a cohort model. These courses provide students with skills essential for college success. The program will begin four weeks prior to the start date for the Fall 2010 semester. This will allow students to gain necessary skills prior to starting their Fall classes. New students will begin their educational experience with a basic computer instruction component. Next, they will move on to a study skills course along with a library research course and an orientation to college course.

Computer Instruction:

Wednesday and Thursday 8/4/10 and 8/5/10

Ida Ponder & Kathy Schultz

8:30am-2:10pm

The computer instruction component will provide basic computer skills necessary for college success.

Skills Development Instruction:

Monday –Thursday 8/9/10-8/19/10

Skills Development 690 Study Skills

Craig Johnston

8:30am-9:40am

An introductory discussion of effective study methods. Topics will include goal setting, time management, learning styles, note-taking, textbook analysis, memory/ concentration, and test taking. May be repeated one time.

Library 1 Introduction to Library and Information Resources

Brian Greene

10:00am-12:15pm

This course is an introduction to the use of electronic and print resources, including developing effective search strategies and evaluating information sources. Emphasis is on library online catalogs, online periodical database, print and electronic reference sources, and Internet resources. Offered for Pass/No Pass grading only.

Guidance 107

Orientation to College

Alicia Kolstad

1:00pm-2:10pm

A course designed to prepare the student to meet the demands of college rigor. Especially beneficial to new students to Columbia College and students returning to college after a long absence, this course addresses policies and practices at Columbia College. Topics covered include academic renewal, grading policy, advanced placement credit, academic and progress probation and dismissal, educational planning, requirements for the associate degree, certificates of achievement and transfer to the four-year university, and other topics related to the use of the programs and services at Columbia College. Such topics include financial aid, tutoring, counseling, special services for students with disabilities, career planning and job placement. Offered for Pass/No Pass grading only.



Staff Development

Submitted by Adrienne Seegers

This year the staff development FIG funded travel to a conference for the math department because funds were not available through other campus sources. Additionally this group brought Christina Perez a slam poet from the Bay Area to hold workshops for teachers about using slam poetry as a way to support students' language skills and to give a short slam poetry performance. Although attendance was not big for these events the response from participants was very enthusiastic. We will work with the student senate to try to bring Christina back to assist us in starting regular slam poetry events.



Student Focus

Submitted by Adrienne Seegers

Ashley Bleadorn and Danielle Pellini met regularly to discuss ideas for Student Focus activities. The group decided on trying to create a peer mentor program focused initially on assisting Middle College students with their college experience with the goal of expanding to make the program available to more students across campus. Doralyn Foletti has agreed to take the lead with this FIG since involvement from the Student Senate seems necessary for any successful project.



Summer Support

Submitted by Craig Johnston

Who was involved: Anne Cavagnaro; Brian Greene; Craig Johnston

What did your FIG accomplish this year?

- We continue to provide essential support services during the summer session.
- The AAC has expanded its summer support.
- The AAC will be offering SI in the summer.
- More tutors, more available tutoring



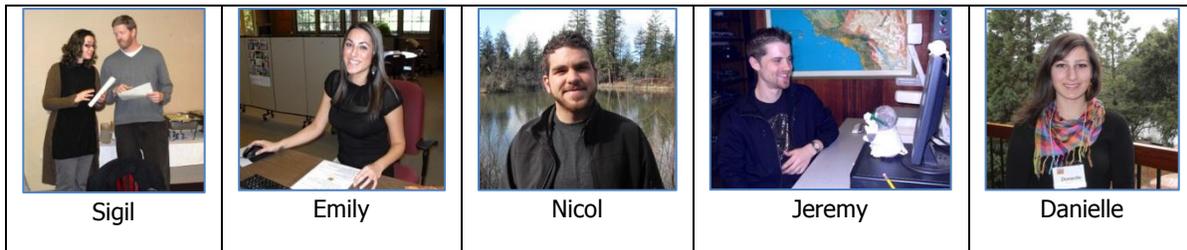
Visibility

Submitted by Melissa Colon

We started an AWEstar award for Academic Wellness Educators.



- Videotaped tutor tips 1-3 minutes for students. Some of the topics included test taking tips, math tips, organizing a student's schedule, Academic Integrity and creating a writing outline. These should be available summer/fall 2010.
- Updated and kept current the AWE Web site.
- Started a Tutor's Corner section in the AWE eNewsletter. The tutor's corner includes words of encouragement to instructors.



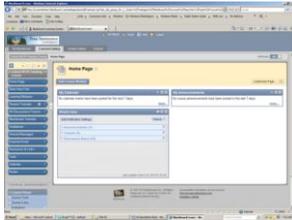
We believe students feel valued as they become part of the Academic Wellness Educators and contribute to solutions. Highlighting student’s involvement and having them pass on tips and skills to be successful nurtures and sustains a healthy teaching and learning community.

Bb Blackboard **Embedding Basic Skills in Distance Education**
Educate. Innovate. Everywhere.

Submitted by Melissa Colon

Coordinated Instructor-led Technology Training Workshops for all faculty and staff to enhance teaching and learning:

1. Free Online Resources & Materials to use in F2F or Online – Teresa Borden
 2. Creating Accessible Word Documents – Melissa Colón
 3. Editing Photo Images - Melissa Colón
 4. Using CCCConfer – Joe Ryan
 5. Using the Group Collaborative Tool – Meryl Soto
 6. Podcasting I & II – Daniel Nestlerode
 7. Drop-in Technology Trainings – Melissa Colón
 8. SmartBoard Trainings – Melissa Colón
- Created Distance Learning eNewsletter showcasing, “Need to Know” information, Who’s Who in Online Teaching and a Teaching Tip section.
 - We are starting to collect and showcase online student testimonies in the Academic Senate Newsletter.
 - Focused on training faculty in the new Blackboard 9 Course Management System. We are training faculty to include and integrate additional multimedia capabilities and address a variety of learning styles as safety nets for success.

Blackboard 8 (current version)	Blackboard 9.1 (new version)
	



Wellness

Submitted by Kim Zubek

The "Chicken Soup and Flu Kits" two day event was fantastic and our students ate it up! We served upwards of 300 cups of soup, giving out all kinds of information such as recipes for homemade soups and homemade immune boosting tonics. We also gave out "flu kits" that were made specifically for our student body from supplies provided by the Health Services Department. We put together 285 flu kits which were all snatched up with many words of gratitude. The Hospitality Program made the chicken soup, AWE contributed support and funds, and our Graphics art specialist made a beautiful poster. We even incorporated outside help from a local organic farmer and an herbal supply shop. We have had several students, as well as staff, enthusiastically request that this event be repeated again next year!

Health Services also implemented a Food Drive for Students. This program ran from December through April and we were able to give out 20 bags of food to students in need over the winter break, and an additional 27 bags throughout spring semester. Health Services received invaluable help from the Student Senate and Student Advisor. We are looking forward to continuing this well received program next fall and would embrace the support of AWE if this program continues to grow and requires expanded services.