

AWE Annual Report 2008-2009

AAC FIG Submitted by Craig Johnston

This year the AAC accomplished many things including: offering Supplemental Instruction for the math component of First Year Experience as well as Supplemental Instruction (SI) for the students in 13 courses in the area of Arts and Sciences and Vocational Education. The total final graded enrollment for these courses was 230 with 128 students participating in SI (56%). Participation rates ranged from 25 to 92 percent. The combined mean course grade for the SI participants was 2.7 as compared to 2.19 for the non-participants. 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.

The AAC increased overall academic support services to students, particularly with basic skills assistance through increased Tutor/Student Engagement. The AAC now has 19 Student Tutors/SI Leaders! AAC Student contact hours in Fall 08 were up from the previous fall semester close to 3000 hours and for Spring 09 were up from the previous spring semester by 2070 hours; a total this semester of 8471 contact hours. Student success was increased through Tutors as Mentors and Success Coaches, tutoring reading, writing, mathematics, learning skills and study skills. An Embedded Tutor Program was piloted in Child Development classes. An “E-Tutor” Pilot Program began which allowed students to submit essays via email for review. Finally an Embedded Online Tutor Pilot Program was started for an online English class.

First Year Experience FIG Submitted by Craig Johnston

For the first time Columbia College offered a First Year Experience, in the fall students enrolled in: English 151, Math 202, Guidance, English 249, and Math SI. In the spring students took: English 1A, Math 101, HHP 60, Library 1, and Math SI. Students were provided with books and supplies for school as well as a dedicated time slot to meet with a counselor. The cohort of instructors and counselors meet with students individually during our weekly FYE instructors meeting to discuss student progress. The result: a learning community that extends beyond the FYE classroom.

Early Alert FIG Submitted by Susan Medeiros

The automated Early Alert System was activated in Fall 2008. The Early Alert FIG members met periodically during the previous spring and summer to contribute their ideas for customizing and implementing this product. The Information Technology and Media Services Director worked closely with the SARS representative to have the product ready for use in the Fall semester. The process of educating the Early Alert users began in the Fall semester through presentations at various meetings targeting instructors, counselors, and other service areas. Early Alert information was regularly shared through campus e-mail. Students were notified of Early Alert through the Student Bulletin. As Early Alert was implemented, FIG members worked to identify and address concerns as they developed.

There were 110 Early Alerts issued to students by instructors in Fall 2008 and 117 in Spring 2009. There were 20 instructors who participated in Early Alert in Fall 2008 and 17 in Spring

2009. Data concerning how many students responded is incomplete due to some unresolved technical challenges that will be addressed this summer.

Summer Support Service FIG Submitted by Brian Greene

The Summer Support FIG has worked toward summer services in the library, math lab, and AAC being funded as part of the regular Fund 11 College budget. BSI stop-gap funding will allow us to continue providing basic support services in May and June in the AAC, Math Lab and Library. Last year's proposal was only partially funded (just the Library portion, for some reason) and it allowed us to remain open in July and August, 2008.

People are always commenting to me that they're happy the Library is open. I'm sure many more take it for granted that we're open when classes are scheduled and would miss it if we were closed.

Student Focus Email Submitted by Brian Greene

Student email emerged as a hot issue at an AWE Steering Committee. It is an essential item in many of the activities that relate to AWE. About ten students met with a group of administrators and District IT folks (including Gina Rose) on March 26th. The students were able to raise their concerns and ideas regarding the District's new student email system. Some of the ideas (including the most pressing issues) were addressed and improved within 48 hours of the meeting.

Several students have commented to me about how impressed they were with the forum and how they appreciated that their concerns were addressed in a sincere manner. Administrators and District IT folks have been equally enthusiastic about the collaborative nature of the forum.

Online orientation FIG Submitted by Lynn Martin

The online orientation FIG is still a work in progress and hopes to have the online orientation online by Spring of 2010. We did not get the orientation component online yet. The paper work is there it needs to be transferred to the online format. Based on data from other community colleges I believe an online orientation will be a tremendous help for our students. If they do not have the time to take part in a face to face orientation they will have the opportunity to go online and complete a comprehensive orientation with questions and answers.

X- Reg FIG Submitted by Lynn Martin

We accomplished a repeat performance of a day where students can apply, go through orientation, advisement, pay their fees, buy books, get an Id card and take tours to various components of the college. A day where all things can be done.

We had over 100 evaluations turned in last year and only one had a comment that was less than outstanding.

ESL FIG REPORT Submitted by Vonna Breeze-Martin

The Columbia College ESL program began around 1990 with a single multi-level class held at Jamestown Elementary School. Over the next 15 years, the program expanded or contracted depending on the level of adjunct faculty and administrative support as well as the ebb and flow

of the limited English-speaking population. In 2006, the program was serving as few as six students. In 2007, the college was covering approximately four hours/week of ESL instruction at the Amador-Tuolumne Community Action Agency Family Learning Center at Jamestown. Around that same time, the college administration made a commitment to develop the ESL program as one of the components of the Basic Skills Initiative.

Since September of 2007, the program has grown from a single section of non-credit English 305 to seven sections, and from one site to four: Jamestown, Sonora, Tuolumne and Angels Camp. Enrollment has grown from 6 in Spring 2007 to 65 in Spring 2008, to 99 as of the date of this report, April 20, 2009.

Site activities:

- Julie Ingber received a grant from 1stFive in Calaveras for reading materials. She is coordinating with the Latino Partnership and other Calaveras county organizations to maximize awareness of and support for our classes. She also encouraged the Calaveras Office of Education to initiate an ESL class in Valley Springs, which has had a demand for classes but is outside the Columbia service area.
- Pietr Young and her students are developing a bilingual Salsa Cookbook which will be offered for sale in order to raise funds for the Tuolumne class. The Tuolumne students also conducted tamale sales to raise funds for classroom needs and support services.
- Lois Johnson took her students and their children to the college “Jungle” exhibit and to the Tuolumne County Library to visit the Adult Literacy program and Storytime. Students from Summerville and Jamestown have visited campus for a general tour and guidance overview of Columbia College services. These orientation visits will continue with the assistance of Elizabeth Pflieger and Doralyn Foletti.

Fall semester, a series of bilingual workshops were held through Community Education, “Green Cleaning for Home Cleaning Services,” taught by Gretchen Sullivan of the U.S. Cooperative Extension. This series was developed particularly for our ESL students who are self-employed in the housecleaning business. This was followed up with a bilingual two-Saturday workshop on “Micro-Enterprise and Self-Employment.”

Meetings are being held at the Jamestown and Tuolumne Family Learning Centers to clarify job descriptions, lines of supervision, center procedures, and grant requirements. Involved are all center personnel, our ESL instructors and coordinator, and A-T/CAA program manager and supervisor.

Regular bimonthly ESL staff meetings are held. These meetings include sharing successful classroom activities, particularly those related to teaching multi-level classes in which home language skills range from minimally literate to advanced, from 6th grade education to degrees from foreign institutions. A pool of ESL Adjunct Instructors has been developed, and these individuals are welcomed to the meetings to keep abreast of the program.

Visibility/ Embedding Basis Skills in DE Submitted by Melissa Colon

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This year Visibility continued to showcase academic wellness campus-wide. There was more focus on the Service side in the spring edition of the AWE e-Newsletter. We will also start to include a “Tutor’s Corner” in each edition of the e-Newsletter starting in the fall.

With embedding basic skills in Distance Education working with the faculty cohorts provided a clear focus on the importance of “Safety Nets” for online students and being able to assess the “safety nets” with Peer Supporters, collecting data and student feedback when the classes start. An Embedded Online Tutor Pilot Program has been piloted by Joan Canty, Denise Brixley, and Craig Johnston.

I believe students feel valued as they contribute to solutions and become part of the Academic Wellness Educators. The embedded online tutor Denise Brixley for Joan Canty’s English class is so excited to be a part of the development of an online student service that she has incorporated audio feedback and looking to explore using a Web cam and Skype/CCCConfer to enhance her online tutoring services in the fall.

