From Disengagement to Engagement: Case Studies from the First Year

Columbia College’s Center for Engaged Learning

25th Annual Conference on The First Year Experience

February 24-28, 2006
Atlanta, Georgia

Columbia College’s Center for Engaged Learning staff lead an interactive session that showcases the newest academic center at this S.C. liberal arts college. Participants explore case studies of hypothetical students who are “disengaged” and make recommendations for changes that encourage student engagement. CEL staff show how First-Year Student Success Initiatives, General Education, Leadership Studies, and Career Services collaborate to promote student success from the first to the last year of college.

Participants:
Dr. Vivia L. Fowler, Director, Center for Engaged Learning
Dr. Tamara L. Burk, Associate Director, Center for Engaged Learning
Samantha Minor, Program Coordinator, Center for Engaged Learning
Kristin (K.B.) Bowman, Student Engagement Mentor (STEM)
Danielle Gillard, Student Engagement Mentor (STEM)
Shoeba Hassan, Student Engagement Mentor (STEM)
Kayla Mallett, Student Engagement Mentor (STEM)
From Disengagement to Engagement:

The Columbia College Center for Engaged Learning

What does a disengaged student look like?

- She misses classes frequently.
- He says his classes are boring.
- She doesn’t participate in class, doesn’t make eye contact, appears uninterested.
- He talks to his neighbor, makes unproductive remarks.
- She makes excuses for poor academic performance.
- He doesn’t check in with professors regarding progress or assistance needed.
- She exhibits a lack of enthusiasm for learning.
- He has no sense of purpose for being in college.
- She priorities other responsibilities before college commitments and allows those responsibilities to interfere with her success.
- She talks about transferring to another institution.
- He comes unprepared to advising sessions and hesitates to explore majors, even after several semesters in college.
- She is in denial about the seriousness of her academic choices.
- He doesn’t check his grades and ignores communication from advisor, instructors, and administrators.
- She surrounds herself with friends who also lack aspiration.
- He doesn’t take advantage of institutional resources for student success.
- She has no vision or excitement for her future as a college graduate.
The Center for Engaged Learning

Mission
The Center for Engaged Learning represents an intentional and strategic partnership between Academic Affairs and Student Affairs. Through collaborative initiatives, the Center provides opportunities for students to bridge their own learning and living experiences during college, thereby enhancing their academic motivation and setting the stage for a lifetime of self-determination.

The directors of the Center for Engaged Learning, Leadership Studies, and Career Services are located in the Center, which is adjacent to the Bush Science Center. Other across-the-curriculum program directors are regularly available on-site, as are our undergraduate Student Engagement Mentors (STEMS) and Career Peers.

Through the Center,
• Faculty and student affairs staff will explore and develop creative mechanisms to provide resources and guidance for all students;
• Community, faculty, staff and upper class students will provide guidance and leadership through serving as mentors to cultivate students’ academic motivation, social awareness, and commitment to lifelong career development; and
• Students will participate proactively in their college experiences and utilize available resources and programs to pursue their dreams for success in life.

Components of the Center
First-Year Student Success Initiatives
The first year of enrollment at Columbia College provides a foundational experience in which women can grow and develop academically, socially, emotionally, physically, and spiritually. Programs, activities, and initiatives are designed to help shape the student’s view of the college experience and develop appropriate expectations so that she can be successful at Columbia College and can build a foundation for personal and professional success following graduation from college. Through living and learning in a diverse community, experiencing leadership opportunities, balancing responsibility and freedom, being accountable to one’s self and to others in the community, and reflecting intentionally upon her experiences, the student develops her identity as a woman and leader.

General Education
Columbia College’s emphases on the liberal arts and women’s higher education are carried out through the General Education Core Curriculum and many cocurricular activities. Students develop an appreciation for the liberal arts; higher order thinking and communication skills; understanding of both the commonality and diversity of the human experience; increased understanding of themselves as women; understanding of the nature and application of moral, ethical, and religious values; and skills and habits for lifelong learning. At the heart of the core are Liberal Arts 100, the first-year seminar, and two required interdisciplinary seminars: Liberal Arts 101 and 102. The Center for Engaged Learning coordinates the curriculum development, leadership training, and cocurricular activities for these courses.
Leadership Studies
To encourage and support the recognition and development of leadership potential, Columbia College offers regular opportunities inside and outside of the classroom for students to examine their own education and growth from a perspective of positive social and institutional change. Orientation programs and first-year General Education courses emphasize personal and social responsibility, critical thinking, and strategic decision-making. Other General Education courses are designed to develop student writing and oral communication skills. To further infuse Leadership Studies throughout the curriculum, faculty members in all departments are encouraged to identify relevant classes, and to design experiences and assignments that connect academic material to leadership examples. Student Affairs initiatives include activities in which students examine their own behavioral expressions of power and influence. For students who want to explore these issues even further, Columbia College offers a Minor in Leadership Studies which includes formal coursework and experiential learning. Areas of emphasis in the Minor include historic and contemporary models of leadership, issues of social context, ethics, cultural and self-awareness, critical thinking, decision-making, strategic planning, group communication, and an understanding of the social importance of service.

Career Services
The mission and purpose of Career Services is to assist undergraduate C² students with the career development process, including self-assessment, career exploration and preparation, graduate school search, and career decision-making. At Columbia College, Career Services is committed to providing comprehensive career planning guidance, support, and resources to empower students to proactively identify, plan and implement successful lifelong career decision-making skills.

The Director is In
The Center also assists with publicizing undergraduate interdisciplinary and cross-disciplinary programs such as the Washington Semester, Global Studies, and the Social Justice Learning Community. Directors of the programs are available on rotation in the Center to meet with students.

Center Staff
Dr. Vivia L. Fowler  Director, Center for Engaged Learning; Director of General Education
Ms. Fiona C. Lofton  Associate Director, Center for Engaged Learning; Director of Career Services
Dr. Tamara L. Burk  Associate Director, Center for Engaged Learning; Director of Leadership Studies
Ms. Samantha Minor  Program Coordinator, Center for Engaged Learning
Fall 2005 Center for Engaged Learning (CEL) Programs

August
26  LA 100 begins

September
6  Open House
   CEL Orientation for Admissions Staff
7  Open House
   CEL Orientation for Advancement Staff
16  Faculty/Staff Coffee in the CEL
20  Career Workshop
21  CEL Open House
23  Friday Rap-Up
26  Steppin’ Up to Leadership
27  Career Workshop

October
1  Open House
3  Career Workshop
4  Director is In: SJLC
   Career Workshop
6  Dessert & Dialogue
   Career Workshop
11  Career Workshop
13  Director is In: SJLC
16  Branching Out With the STEMs:
   State Fair
17  Meet with faculty using
   The New York Times
18  Career Workshop
   Director is In: CLC
25  Branching Out With the STEMs:
   Virtual Tour of Columbia
26  Dessert & Dialogue
27  Career Workshop
28  Open House for Board of Trustees

November
3  Director is In: Women’s Studies
   New York Times CLC Presentation
10  Career Workshop
11  Open House
14  Director is In: Honors
18  Friday Rap-Up
22  Director is In: Honors
30  Secret Life of Bees book discussion

December
1  Dessert & Dialogue
2  Friday Rap-Up
11-15  Exam study sessions
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<td>21</td>
<td>STEM Winter Retreat</td>
<td>30</td>
<td>Career Workshop</td>
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<td>25-28</td>
<td>AAC&amp;U</td>
<td>30</td>
<td>LA After the Show</td>
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<td>26</td>
<td>Career Workshop</td>
<td>30</td>
<td>STEM Report Due</td>
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<td>27</td>
<td>Friday Rap-up: “Block Party”</td>
<td>31</td>
<td>Dessert &amp; Dialogue: “In the Red Zone”</td>
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<td>3</td>
<td>STEM meeting</td>
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<td>Career Workshop</td>
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<td>Scholar’s Day/Open House</td>
<td>21</td>
<td>STEM Information Session</td>
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<td>STEM Report Due</td>
<td>24</td>
<td>Friday Rap-up: “Spring Forward”</td>
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<td>7</td>
<td>Career Workshop</td>
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<td>STEMs Meeting</td>
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<td>Diversity Dialogue</td>
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<td>Senior and Junior Advising Begins</td>
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<td>Career Workshop</td>
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<td>10</td>
<td>STEM applications due</td>
<td>31</td>
<td>STEM meeting</td>
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<td>11-19</td>
<td>Spring Break for Students</td>
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<td>STEM team leader decisions</td>
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<td>LA After the Show</td>
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<td>Sophomore Advising Begins</td>
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<td>Jean Kilbourne @ USC</td>
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<td>Dessert &amp; Dialogue: “Push Up Your…”</td>
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<td>STEM team leader interviews</td>
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<td>Alumnae Weekend</td>
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<td>LA After the Show</td>
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<td>STEM Report Due</td>
<td>18</td>
<td>Collaborative Showcase</td>
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<td>8</td>
<td>Friday Rap-up: “Movin’ on Up”</td>
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<td>Dessert &amp; Dialogue: “Fishbowl”</td>
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<td>10</td>
<td>STEM Report Due</td>
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<td>STEM meeting</td>
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<td>Undergraduate Studies Council</td>
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<td>Awards Ceremony</td>
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**Spring 2006 Center for Engaged Learning (CEL) Programs**
Columbia College First-Year Student Success Team

Members
Director of the Center for Engaged Learning (Chairperson)
Provost
Dean of Students
Coordinator of the Asbury First-Year Center
Director of Counseling Services
Center for Engaged Learning Program Coordinator

Director of Admissions
Director of Residence Life
Director of Student Health Services
Director of the Math Lab
Director of the Academic Skills Center

Purpose
The purpose of the First-Year Student Success Team (FYSST) is to help each first-year student be as successful in the first year of college as she wants to be. Our goal is for every first-year student to develop intellectually, emotionally, socially, physically, and spiritually.

Description
The First-Year Student Success Team will meet on a regular basis throughout the year to monitor the progress of first-year students, focusing particularly on attendance in first-year courses. The team will rely on input from Orientation Leaders (OLs), Resident Academic Advisors (RAAs), Faculty Advisors, and selected faculty who teach typical first-year classes (LA 100, LA 101, COMM 100, Math and English). The team will meet on the Monday afternoon following each of the Friday contact points to make recommendations for intervention.

First Semester Strategies
September 16- First Contact Point- Faculty report students who have missed two class sessions since the beginning of school. Office will screen list for those who have been removed from the class or have left CC. On the following Monday (September 19), the team will review the list. Asbury Coordinator will deliver to RAAs names of resident students to receive a personal visit from RAA. Dean of Students will deliver to OLs names of commuter students to receive personal contact, if at all possible. Team may suggest need for more intervention, especially for students who are reported multiple times.

September 30- Second Contact Point- Faculty report students who have missed two class sessions since the last contact point. Office will screen list for those who have been removed from the class or have left CC. On the following Monday (October 3), the team will review the list. Asbury Coordinator will deliver to RAAs names of resident students who are on the list for the first time to receive a personal visit from RAA. Dean of Students will deliver to OLs names of commuter students to receive personal contact, if at all possible. FYSST chairperson will deliver to mentors/advisors names of students who are on the list for the second time, and mentors/advisors will have conversations with these students. Team may suggest need for more intervention, especially for students who are reported multiple times.

October 14- Third Contact Point- Faculty report students who have missed two class sessions since the last contact point. Office will screen list for those who have been removed from the class or have left CC. Asbury Coordinator will deliver to RAAs names of resident students who are on the list for the first time to receive a personal visit from RAA. Dean of Students will deliver to OLs names of commuter students to receive personal contact, if at all possible. FYSST chairperson will deliver to mentors/advisors names of students who are on the list for the second time, and mentors/advisors will
have conversations with these students. Team may suggest need for more intervention. Chairperson will contact students who are on the list for the third time and, with appropriate faculty/staff assistance, develop an intensive intervention plan. These students will receive follow-up with a designated person at least every other week for the remainder of the semester.

October 24- Midterm Grades Review. Team will designate high, moderate, or low-risk students according to midterm grades. CEL director will contact students in the high and moderate categories by e-mail, telephone, and personal letter, urging students to meet with CEL director or other staff by Friday, Oct. 29—the last day to withdraw from a course without penalty. If a student fails to respond to our request for consultation,

- The Coordinator of the Asbury Center will speak to the student.
- The Provost’s Office will send a certified letter to the student’s permanent address with a copy to the student’s campus address.

November 4- Fourth Contact Point- Faculty report students who have missed two class sessions since the last contact point. Office will screen list for those who have been removed from the class or have left CC. On the following Monday (November 7), the team will review the list. Asbury Coordinator will deliver to RAAs names of resident students who are on the list for the first time to receive a personal visit from RAA. Dean of Students will deliver to OLS names of commuter students to receive personal contact, if at all possible. FYSST chairperson will deliver to mentors/advisors names of students who are on the list for the second time, and mentors/advisors will have conversations with these students. Team may suggest need for more intervention. Chairperson will contact students who are on the list for the third time and, with appropriate faculty/staff assistance, develop an intensive intervention plan. These students will receive follow-up with a designated person at least every other week for the remainder of the semester.

November 18- Fifth Contact Point- Same as above. Team will meet on November 21. After this point, we will contact students who have already failed most of their courses, either due to attendance or other academic issues. We will encourage those students to withdraw from school, address the issues that impeded their first semester success, and consider whether or not to return to Columbia College second semester.

FYSST will meet on Tuesdays at 3:30 p.m. in Harrelson 203 on September 19 October 3 & 24, November 7 & 21, and December 5.

Second Semester Strategies
Second Semester Contact Points (tentative):
February 3 & 17, March 3 & 24, April 7 & 21
FYSST Meetings: February 7 & 21, March 7 & 28, April 11 & 25

At each of these contact points, strategies similar to those for the first semester will be implemented. Students whose names appear on the list who encountered academic and/or attendance problems first semester, especially those on academic probation, will receive immediate, high-level intervention, including letters from the provost.

Many thanks to Catherine Anderson, University of Mississippi Academic Support Center, for allowing us to use their Absence-Based Intervention program as a model for our First-Year Student Success Team.
Minor in Leadership Studies

To encourage and support the recognition and development of leadership potential, Columbia College offers regular opportunities inside and outside of the classroom for students to examine their own education and growth from a perspective of positive social and institutional change. Orientation programs and first-year General Education courses emphasize personal and social responsibility, critical thinking, and strategic decision-making. Other General Education courses are designed to develop student writing and oral communication skills. To further infuse Leadership Studies throughout the curriculum, faculty members in all departments are encouraged to identify relevant classes, and to design experiences and assignments that connect academic material to leadership examples. Student Affairs initiatives include activities in which students examine their own behavioral expressions of power and influence. For students who want to explore these issues even further, Columbia College offers a Minor in Leadership Studies which includes formal coursework and experiential learning. Areas of emphasis in the Minor include historic and contemporary models of leadership, issues of social context, ethics, cultural and self-awareness, critical thinking, decision-making, strategic planning, group communication, and an understanding of the social importance of service.

Required Courses

In addition to the General Education Requirements, students must take the following courses:

**Lead 101: Leadership Awareness, 1 s.h.**

*Students will be introduced to the study of leadership and acquire an understanding of their own leadership strengths and challenges.*

**Lead 201: Leadership Theories & Strategies, 3 s.h.**

*Students will be introduced to major leadership theories, models, styles, and principles.*

**Lead 301: Leadership in Context, 3 s.h., (Prerequisites: Lead 101 and 201)**

*Students will integrate learning from previous courses and experiences and apply their knowledge to their academic major, program area, or other curricular experiences. A project will require demonstration of a theoretical understanding of leadership, analytical thinking, and written communication skills.*

**Lead 401: Leadership in Action, 3 s.h., (Prerequisites: 301 or consent of instructor)**

*This course provides students a capstone opportunity to synthesize their understanding of Leadership Studies in practical terms. Students will prepare a presentation focused on leadership as it relates to their own personal curricular, co-curricular, or extracurricular experiences. This project will require demonstration of oral and written communication skills, and a self-awareness of personal strengths and challenges with regard to leadership.*

**Students must also select 6 semester hours from these elective courses***:

- **Art 364: History of Art: Women Artists**
- **Bus 405: International Business Negotiation**
- **Comm 320: Leadership and Communication**
- **Edu 346: Issues in Early Childhood Education Affairs**
- **His 340: American Women Leaders**
- **Posc 360: The Presidency**
- **Psy/Sowk 360: Group Process**
- **Writ 305: Writing for Business and Public Affairs**

*Proposals to count other courses for elective credit (special topics courses or other courses not regularly offered) will be considered by the Director of Leadership Studies, but only prior to enrolling in the course.*
Vision Statement
“Cultivating Women Leaders: One Voice at a Time”

Mission Statement
“To create a framework of opportunity for all students to experience intersections between their academic training and the principles and practices of effective leadership.”

Columbia College recognizes the historical significance of single-gender higher education in producing the world’s most innovative and influential women leaders. Despite conflicting social and economic pressures, we choose to embrace the challenges of providing today’s women with opportunity for self-discovery and self-determination. By bringing together advocates of academic excellence, professional skill development, and social and cultural awareness, we strive to build a unique environment that bridges learning and living. Our hope is to cultivate a leader’s voice in each of our students, so that she can carry a message of her own choosing into the future with cognizance, competence, and confidence. To this end, we seek to create a framework of opportunity for all students to experience intersections between their academic training and the principles and practices of effective leadership.

Conceptual Framework (MAP)
Current assessment information at Columbia College indicates that our graduating students are well aware of the institutional emphasis we have placed on leadership, and satisfied with the co-curricular opportunities for leadership development that we offer. However, national trends in leadership programming suggest that conceptual integration throughout the liberal arts curriculum may result in even greater success with regard to student motivation, self-confidence, and comfort within a broader spectrum of leadership contexts. With this in mind, we have developed a conceptual framework for leadership development that incorporates examples, principles, and practices throughout a student’s entire College experience. We intend this “MAP" to leadership to be useful in three ways:

First, it is a manifestation of our mission, which calls for us to provide students with the means of navigating the curriculum to a destination of their own choosing. If we are to encourage students to include leadership development as part of that destination, then we must provide the guidance required for them to plan an appropriate route.

Second, as a metaphor, it is a useful reminder of three practical elements of leadership development that must be addressed in order for leaders to be purposeful and effective: Modeling (conceptualizing), Analyzing (deconstructing), and Practicing (exercising).

Finally, MAP has the potential for sequential compartmentalization within our existing curriculum, so that each component may be addressed and assessed both separately and holistically.

It is our hope that by experiencing opportunities and challenges encompassing all three elements of the “MAP" to leadership, students will develop a deep understanding of the leadership process as it impacts their own areas of academic and social interest; and by doing so, will arrive at a place where women leaders think critically, communicate with competence, and demonstrate social responsibility.
We offer you the opportunity to explore different academic majors and career options through a variety of resources. Stop by the Office of Career Services to take **Bridges** and assess your skills & interest areas during your time at C2!

The Office of Career Services is located in the Center for Engaged Learning. The Center hours are 9 am – 4:30 pm, Monday – Friday. Some services available by appointment only. Call 786-3662, e-mail: careergrad@colacoll.edu, or visit the website at www.columbiacollegesc.edu/career.

**Career Services provides...**
Career Coaching · Graduate School Assistance · Resume Critiques · Special Events · Workshops · Job & Internship Listing · Skill & Interest Assessments · Career Library · & much more!
Year-by-Year Career Development Tips

The four-year program for career success will help you map and organize your activities for a successful job hunt and/or graduate school planning. Through participation in academic, co-curricular, internship, and work experiences, you will enrich your career knowledge, refine your skills, reinforce your interests, and clarify your values so that you can take responsible action and lead a successful life. We advise you to start early! Do not put off these activities until your last months on campus. The earlier you start your job search, the more likely you will enter the job market with a distinct advantage because of the opportunities you will have been able to take advantage of. Follow the Success Plan and you can help make yourself a top-notch job candidate. Please stop by Career Services for additional support and information about other programs and services we offer. Best of Luck!

First Year
- Get oriented with the college and all the services available
- Attend Welcome Back Party & Student Organization Fair to find out how to be involved on campus
- Stop by Career Services and acquaint yourself with the resources available
- Meet Career Services staff
- Investigate skills, interests, and careers through Bridges, a self-assessment software program
- Learn time management, develop good study habits, and demonstrate academic performance
- Develop a strong relationship with your advisor and professors
- Take a variety of courses to assess your interests
- Check out the website for additional Year-by-Year Career Development Tips

Second Year
- Learn about occupations that interest you through networking and the Career Center Resource Library
- Remain active in student organizations, clubs, and/or volunteer work
- Explore your career interests through job-shadowing, part-time jobs, volunteer work, or informational interviews
- Talk to the Career Services staff, an advisor, or faculty about your ideas
- Investigate internship opportunities through the Office of Career Services and your major department
- If you are an undecided major, review alternatives and make your decision with the help of your academic advisor, personal mentor, and Career Services
- Check out the website for additional Year-by-Year Career Development Tips

Third Year
- Maintain a strong GPA in your coursework
- If considering graduate study, discuss options with faculty members and Career Services staff
- Join special interest clubs, honor societies, and organizations affiliated with your major
- Obtain an internships, work-study, job shadowing, or career-related experience to gain professional skills
- Attend job/career fairs and continue to network for your senior year job search
- Sharpen your interviewing skills by participating in Mock Interviews in the Office of Career Services
- Check out the website for additional Year-by-Year Career Development Tips

Fourth Year
- Begin job hunting process in the fall semester – talk to Career Services staff about job hunting strategies
- Plan to participate in on-campus interviewing, Senior Interview Day (SID), Education Recruitment Day (ERD), and/or Career Fairs
- Enhance your interviewing skills through mock interviews
- NETWORK, NETWORK, NETWORK!
- Attend Career Services workshops! – see schedule for details
- If participating in SID or ERD you must have your resume critiqued by the deadline
- Read job listings in Career Services every week, they change often!
- Polish your resume and cover letter (remember: Format resumes and cover letters to suit the job you are applying for). Stop by the Office of Career Services for an appointment or to drop-off your resume to be critiqued
- Research employers, salary ranges, and relocation costs
- Check out the website for additional Year-by-Year Career Development Tips

CHECK OUT THE WEBSITE at www.columbiacollegesc.edu/career for a more detailed version of the Career Development Tips & additional career information!
Application for Student Engagement Mentor (STEM) Positions

What is the Center for Engaged Learning?
The Center for Engaged Learning (CEL) represents an intentional and strategic partnership between Academic Affairs and Student Affairs. Through collaborative initiatives, the CEL provides opportunities for students to bridge their own learning and living experiences during college, thereby enhancing their academic motivation and setting the stage for a lifetime of self-determination. The four initiatives combined in the CEL are: Career Services, First-Year Student Success Initiatives, General Education, and Leadership Studies.

Where do the Student Engagement Mentors (STEMS) come in?
Given that mentored learning, by definition, is engaged learning, the STEMS reflect the heart of our mission. STEMS have the unique opportunity to make a difference for others, as well as themselves, through connecting with their peers and guiding them to greater success. We are looking in particular for students who have leadership experience and potential for future growth; students interested in and committed to developing their own leadership capabilities and the capabilities of others. Additionally, successful applicants must demonstrate passion for learning, responsibility, open-mindedness, compassion, and the ability to communicate ideas both effectively and persuasively.

If selected for this program, you will get paid for this amazing opportunity! CEL STEMS earn $7.00 per hour and will be expected to

- Enroll in LEAD 390A (Fall) and LEAD 390B (Spring), a graded, 1 semester-hour course that will meet for one hour each week;*
- Work an average of six hours a week for twelve weeks during the semester;
- Attend an initial training retreat on September 9-10, 2006; and
- Participate in occasional training workshops and conferences.

CEL STEMS applications will be accepted through Friday, March 10, 2006 by 5:00 p.m. Please return all applications and direct any questions to Dr. Tamara L. Burk, Director of Leadership Studies, in the Center for Engaged Learning (x3554; tburk@colacoll.edu). We hope you will consider applying for this exciting program!

* The time for this course will be arranged by the STEMS after they have registered for other courses. No more than four credit hours from LEAD 390 may be counted toward requirements for graduation. If registered for 18 or more semester hours, the course may be taken for non-credit.
Center for Engaged Learning: Student Engagement Mentor Application

Due in the Center for Engaged Learning by Friday, March 10, 2006 by 5:00 p.m.

Name: ___________________________ Class: ___________________________ Date: ______

E-mail: ___________________________ PO Box: ___________________________ Phone: ______

Permanent Address / Summer Contact Info: ______________________________________

1. Why are you interested in being a Mentor in the Center for Engaged Learning? What do you hope to gain from the experience?

2. What experience or strengths do you have that make you a strong candidate for the position of CEL Student Engagement Mentor?

3. If one of your peers came to you and said she was struggling to feel like she “fit in” at Columbia College, how would you respond?

4. Describe a time when you found it challenging to work collaboratively with your peers on a project. How did you deal with those challenges?

5. Rate yourself on a scale of 1-10 for the following, with 10 being the best:
   _____Building / maintaining relationships   _____Goal setting / problem-solving
   _____Coaching / Guiding / Encouraging   _____Persuasive Communication Skills
   _____Interpersonal Communication Skills   _____Managing Conflict
   _____Knowledge of Campus   _____Willingness to Learn
   _____Active Listening / Reflection Skills   _____Providing / Receiving Feedback

6. Do you have established plans to study abroad or away?  Y  N
   If so, which semester(s) will you be away? _____________________________

7. What other commitments (leadership position, on-campus employment, off-campus employment, internship, etc.) do you have for the 2006-2007 academic year?

On-campus references:
Name/Contact Info: ___________________________ Faculty  Staff  Student

Name/Contact Info: ___________________________ Faculty  Staff  Student

(References do not need to write formal letters, but should agree to be contacted by us.)

By signing below, you indicate that you have read through the attached materials on the Center for Engaged Learning, and that you understand your obligations as a Student Engagement Mentor.

☐ I am available for a training retreat on September 9-10, 2006.

☐ I understand that I will earn $7.00 per hour, and will be expected to work an average of six hours a week for 12 weeks, during both the Fall 2006 and Spring 2007 semesters.

☐ I understand that I will be expected to enroll in LEAD 390A for the Fall 2006 semester and LEAD 390B for the Spring 2007.

Signature: ___________________________ Date: ____________

For returning STEMS only: If you wish to apply for the position of Team Leader, write a one-page (minimum) statement describing your goals and qualifications for the position.
Fall 2005 STEMS RETREAT SCHEDULE

Friday, September 9
4:00 – Depart Columbia College
6:30 – 8:30 Arrive and get unpacked / Supper

8:30 - Who am I?
- Mentoring
  - Director vs. Coach vs. Facilitator vs. Listener
- Mentoring at a Liberal Arts…Church Related…Women’s College

8:30 - Who am I? Fiona and Vivia
- Who else serves as a peer mentor?
  - STEMS
  - OL
  - RAA
  - Tutor

Saturday, September 10
8:00 – Breakfast

9:00 – Why am I here? Tamara and Vivia
- At CC…In STEMS (Free writing)
- What is engaged learning?
- Piece from “Declining by Decrees” about student who wasn’t connected/engaged

11:00 – 1:00 Free Time (lunch will be available until 1:00—fix your own)

1:00 – What is my role? (break into small groups) Tamara
- What do you wish you knew when you came to CC?
- Where did you go to get help/advice/encouragement?
- Did it work?
- What excites me/brings joy about being a STEM?
- What makes me nervous?

2:00 – Creating a Niche for the STEMS
  *Remind STEMS of goals, objectives of CEL (note the places where STEMS are mentioned)
  - Identify special areas of expertise, experience.
  - Brainstorm ideas.
  - Notes, e-mail, surcies
  - Friday Rap-up
  - Dessert and Dialogue
  - Academic Field Trip/Activity
  - STEM is In
  - Admissions Campus Visit Resource
  - 7 Habits workshops
  - Other Ideas????

3:30 – Break

4:00 – Keeping records
  - Weekly log
  - Monthly time sheet
  - Bi-weekly report
  - FERPA
  - Monthly Calendar

Campus Resources: When Mentoring Isn’t Enough
  - Protocol for complaints
    - Student Affairs
    - Residence Life
    - Academic Affairs
    - Advisor
    - LA 100 professor
  - Academic Resources
  - Other peer leaders/mentors: RAAs, OLs, Career Peers, Mondays in Asbury

5:30 – 8:00 Free Time and Supper

8:00 - Promoting STEMS
  - Pictures
  - Profiles
  - Display
  - t-shirt
  - nametags
  - Monthly schedule
  - Individual/group projects

Sunday, September 11
8:00 – Breakfast/Pack up
9:00 – Our Credo
- Develop mission statement and credo

11:30 – 12:00 – Lunch and Depart
CEL Staff/STEM Winter Planning Retreat
January 21, 2006

9:45 Refreshments

10:00 Reunion & Reflection (*work hard; play hard*) Fiona Lofton

10:30 Results of fall semester (handout) Vivia Fowler
Refocus CEL Operations (*Response to suggestions*) Tamara Burk
  - More focused, streamlined (*three project groups, two event groups*)
  - Weekly reports; Event planning forms
    (*Publicity/Event Report, Refreshments, Facilitate Meeting/Participant Evaluation, Set up/Break down*); budgets ($25/surcs; $50/events)
  - New staffing in CEL (*Susannah – staff shirts, coordinate open house, etc.*)
  - More frequent STEM meetings (*2/month, one with just STEMS?*)
  *Project/event ranking preferences*

11:00 Revisit Mentoring Vivia Fowler & Samantha Minor
  - Identify formal mentoring relationships from last semester
  - Assign FY academic probation students evenly
  - Explain academic probation procedures and requirements
  - Assign transfers to Victoria
  - Assign remaining FYs randomly (excluding AP first years)

Okay…enough with the re..re..re..

11:30 Orientation to Career Services

12:00 Lunch in Dining Hall

12:30 Meet in project groups
  *Bulletin Board:*
  *STEM Packet:*
  *Conference Presentation:*
  *Spotlight On* Tamara
  *Manual* Samantha & Fiona
  *Display Board* Vivia

1:00 Report back to full group

1:15 Meet in event groups
  *Dessert & Dialogue* Friday Rap-ups

1:45 Report back to full group

2:00 Final Thoughts
STEM Performance Review

Student Name: ________________________________________________________________

Term: (circle one)      Fall          Spring      Year: __________________________

Student Section (to be completed by student worker named above)

1 = Very Satisfied  2 = Satisfied  3 = Dissatisfied

1. How satisfied are you with this job? 1 2 3
Comments: ________________________________________________________________

2. How do you rate the supervision you received?
   A. Orientation 1 2 3
   B. Training 1 2 3
   C. Evaluation 1 2 3
Comments: ________________________________________________________________

3. Please comment on facilities or equipment that assisted you to do a better job.

__________________________________________________________________________

__________________________________________________________________________

4. What has been your most significant accomplishment in your work experience?

__________________________________________________________________________

__________________________________________________________________________

5. Would you make any changes to improve your work experience? YES NO If yes, what?

__________________________________________________________________________

__________________________________________________________________________

Other Comments:

__________________________________________________________________________

__________________________________________________________________________
<table>
<thead>
<tr>
<th><strong>Supervisor Section (must be filled out by CEL staff member)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTITUDE:</strong> Is the individual enthusiastic, diligent, interested and a courteous employee? Comments:</td>
</tr>
<tr>
<td><strong>INITIATIVE:</strong> Does the individual see things to be done and then take action? Offer suggestions for improved methods of operation? Comments:</td>
</tr>
<tr>
<td><strong>JOB SKILLS:</strong> Is the individual skilled in all areas of responsibilities for job? Comments:</td>
</tr>
<tr>
<td><strong>COOPERATION:</strong> Does individual work effectively with other? Is student tactful when dealing with students/visitors? Comments:</td>
</tr>
<tr>
<td><strong>RESPONSIBILITY:</strong> Is individual reliable in performing work assignments &amp; carrying out instructions? Comments:</td>
</tr>
<tr>
<td><strong>EFFICIENCY:</strong> Is the work that the individual performs accurate, timely &amp; reliable? Comments:</td>
</tr>
<tr>
<td><strong>PRODUCTIVITY:</strong> Does individual perform the required amount of work? Comments:</td>
</tr>
<tr>
<td><strong>ATTENDANCE:</strong> Is the individual faithful in reporting to work as scheduled in a timely manner and staying on the job? Comments:</td>
</tr>
</tbody>
</table>

**General Comments:**

________________________________________________________________________________________

________________________________________________________________________________________

Supervisor Signature _______________________________________________ Date: ____________________

My signature indicates I have discussed this evaluation with my supervisor. It does not necessarily indicate that I agree with this evaluation.

Student Signature _________________________________________________ Date: ____________________
Dessert & Dialogue
Up Your Energy in the Red Zone!

You are now entering the RED ZONE

Who: Upperclass Students
When: Tuesday, January 31, 2006
Where: Center for Engaged Learning
Time: 6:30 pm
Discussion Questions

1. Second semester is underway, and it is the last chance to redeem and improve things for this semester. What plans do you have to make the most of this semester?

2. Being upperclassmen, you are all much closer to finishing college and moving out in the real world. Have you considered what it will take to complete your major?

3. Do you have a plan of action for your time left here at Columbia College?

4. Do you have plans for what you are going to do after college?

5. If not, are you aware of the resources available to you to research and discover your options and opportunities for the rest of your time here in college and after graduation?

6. With the last few years of college being the “red zone” due to all the work to be done, choices to be considered, and decisions to be made, it is important to stay enthusiastic and determined. What are you struggling with as upperclassmen?

7. What do you need to improve to help you perform at your optimal level in “the red zone?”
Join the Student Engagement Mentors from the Center for Engaged Learning at the first Friday Rap-Up for the semester to celebrate new beginnings and to discuss

BUILDING 2nd SEMESTER SUCCESS!!

Where: The Center for Engaged Learning
When: Friday, January 27, 2003
Time: 1:00 p.m.
Quotes
1. “If at first you don’t succeed, try, try again.”
2. “Always do right. This will gratify some people and astonish the rest.” ~Mark Twain
3. “When life gives you lemons, make lemonade.”
4. “A dream becomes a goal when action is taken toward its achievement.” ~Bo Bennett
5. “Life is like riding a bicycle. You don't fall off unless you stop pedaling.” ~Claude Pepper
6. “You cannot escape the responsibility of tomorrow by evading it today.” ~Abraham Lincoln
7. “The roots of education are bitter, but the fruit is sweet.” ~Aristotle
8. “Education is not the filling of a pail, but the lighting of a fire.” ~William Butler Yeats
9. “Opportunities are usually disguised as hard work, so most people don't recognize them.”
    ~Ann Landers
10. “You must do the thing you think you cannot do.” ~Eleanor Roosevelt
11. “Good, better, best; never let it rest till your good turns to better and your better best.”
12. “Go confidently in the direction of your dreams. Live the life you have imagined.”
    ~Henry David Thoreau
13. “There is no failure here sweetheart; just when you quit.” ~Bono

Skills
1. Time Management
2. Organization
3. Good Note-taking
4. Outlining
5. Prioritizing Time
6. Good Communication
7. Perseverance
8. Good Study Habits
9. Self-Discipline
10. Eating Well
11. Getting enough sleep
12. Knowing how to relax
13. Exercise body and mind

Questions
1. Favorite Subject?
2. Least Favorite Subject?
3. Favorite Book?
4. Role Model?
5. Most important thing learned last semester?
6. Resolution for this semester?
7. Favorite Movie?
8. Favorite Song?
9. Personal Motto?
10. Favorite class so far at CC?
11. Biggest surprise upon coming to college?
12. Hardest class so far at CC?
13. Easiest class so far at CC?