Executive Summary

Focus and Strengthen Core Mission

Faculty and staff renewal continues to be a major focus of the Division of Academic and Student Affairs. Not only do we continue to seek and develop new adjunct faculty, there continues to be a need for additional full time faculty. This year we added a full time temporary Nursing Faculty position to meet the needs of the added Evening Nursing cohort. Additionally we have successfully completed replacement searches for new full time faculty in Biological Sciences, History, Nursing and Sociology. We also have hired a new Advisor Counselor in the Advantage Program.

Faculty renewal is also accomplished through the college’s commitment to sabbaticals and stipend support for key institutional initiatives. This past year Professor Dee Burlin and Professor Nancy Dempsey were each awarded semester long sabbaticals.

Key supported projects included Michael Olendzenski’s involvement with the CONNECT Writing Project, Aaron Wan and Mary Moynihan’s involvement with the CONNECT Mathematics Project, Lisa Boragine and John French’s work with service learning efforts, Claudine Barnes’ involvement with the Honors Program.

Advisory Committees are central to the quality of our programs and they connect us to the community and employers. Now, in our second year since renewing a set of Advisory Committee guidelines, these committees are meeting more regularly, are dominated by employer and community voices, are refreshed by a term limit process and are keeping our eyes on outcomes and service.

Curriculum and Program Quality is being assured by the full implementation of the Program Review Process. After many years of reviewing only our health programs the college has adopted a substantive process which not only aligns with NEASC standards but underscores the centrality of Student Learning Outcomes and challenges programs to assess effectiveness in a consistent, substantive way. Data from Academic Research is regularly shared with faculty, advisory committees and external consultants to assure that programs are meeting stated goals.

Expansion of the Program Review Process to include a template for Academic Disciplines and Student and Learning Support Service departments has been developed this year. The review process has been adapted to meet the needs of disciplines and services and a calendar of review has been established. The discipline review template will be presented to IRPC and C& P in Early September for comment.

Accreditation review, preparation and visiting team visit took place for the Medical Assisting certificate and the self study document was completed for the Dental Hygiene visit scheduled for September.
**Student Learning Outcomes Development** has been a long time in coming but substantial progress has been made over the past two years. Most Associate in Science Degree programs and certificates now have published outcomes in the most recent College Catalog. The hoped for result of an iterative system of more accurate learning outcomes and effective assessment is emerging. Both students and employers will have accurate, reliable expectations of our programs.

The Curriculum and Programs Committee responded to and approved 105 courses having submitted new learning outcome statements during the last year. Additional courses have been revised this year and will be submitted in September.

**General Education** has been under re-examination and debate over a number of years at the college as it has across much of academe. The committee representing all departments of the college has agreed to a set of challenging recommendations this year which have been reported to the community at this year’s closing Professional Day. A college wide conversation will occur as the proposal now moves to College Meeting.

**CONNECT** is our Southeastern Massachusetts Higher Education consortium. The Academic Affairs efforts in the realm of General Education have been most impressive. First in the area of composition and more recently in mathematics, groups of faculty have been meeting to explore their commonality and successfully build bridges of appreciation and understanding.

**Distance learning** has become a real presence at Cape Cod Community College with over 27 courses prepared and being offered to students each semester. At this moment students who so desire could achieve 50% of their courses online leading to the Associate in Science in Business and the Associate in Arts degrees. Concomitant with this accomplishment comes the full responsibility of being reviewed by NEASC and of assuring full access for “on line” students to all services that “on-the-ground” students have.

In addition dozens of faculty are supplementing in class instruction with a wide array of on line enhancements from the most basic posting of syllabi and class lecture notes to pod casting of lectures.

**Professional Days** were critical to the advancement of the community toward greater effectiveness. In the fall semester we devoted the morning to a presentation of the new NEASC standards under which we will be evaluated in 2008. Deputy Director of NEASC Commission on Institutions of Higher Education, Barbara Brittingham (now Director) reviewed the newly adopted standards and senior administrators from several recently accredited institutions led us in consideration of the essential activities of an institution seeking accreditation.

Mid winter Professional Day focused again on accreditation. Faculty and staff met and identified areas for which the college was well prepared and had adequate evidence and areas which continued to need further effort to meet the standard.

The Spring Professional Day focused on three pressing issues: civility, classroom management, and general education. It was a highly successful day of involvement.
Fiscal and Enrollment Stability

Technology Building Planning proceeded with vigor as the anticipated completion of the building neared. Classroom retrofitting decisions were made as were plans for staff office moves.

Retention is a major factor in enrollment stability. Over the past two years Academic and Student Affairs have kept it on the front burner with frequent conversations, and by providing critical retention data to the disciplines. We have also focused on registration, advisement, and bill paying processes which can often be determinant of continued study at the college. Intrusive mailings and phone calling have assisted in greater on time registration, fewer drops for late payments, and smoother semester start ups. Most dramatic evidence of improved retention is the record level graduation just celebrated this June.

Efforts to improve retention include: follow up outreach on recent grads, improved placement testing preparation, a consistent system of academic performance review and intervention and a prerequisite checking system that sought to assure that students had the minimal skills to succeed in course work. The full benefits of these efforts are beginning to be recognized.

Fiscal management has been improved by greater attention to scheduling appropriate numbers of sections thus running fewer low enrolled courses. Implications of CIP coding of courses and programs were explored in detail and corrected which resulted in a more positive budget formula outcome.

Schedule Template was introduced to mixed reviews in the Spring semester. An ad hoc committee was established by College Meeting to consider the new template and student and faculty opinion. A final report and suggestions for revisions were distributed at the close of the semester and will be voted on in the September College Meeting. The underlying principles of the planning have been to assure: the efficient use of the buildings, student ease in creating a class schedule, accommodation of student activity time and facilitation of community meetings.

Enhance Student Success for All Students

Activity Hour programming has expanded over the last several years with greater numbers of students becoming involved in expanding activities, clubs and governance. The relationship of such activity to academic persistence and success is well documented.

New Student Orientation has been reformatted several times and evaluations have been demonstrating greater satisfaction among students. A new format which will bring smaller groups to campus throughout the summer is envisioned for next year.

Diversity Advisory Committee has been a strong proponent of services and programming for underrepresented groups of students. Not only has the committee met with and interviewed various student groups they have assisted college in community outreach and diversity hiring efforts. The presence and involvement of these community members supports to campus goal of success for all students.
Learning Support Programs continue to develop improved performance among all students and particularly among the under prepared or specially challenged. Through tutoring, mentoring, support groups, advocacy efforts and individuals counseling and advising students better manage the college environment and their own personal challenges. Efforts to better document the outcomes of these activities are underway.

Academic Good Standing Policy is a means of assuring that students make adequate progress toward achieving academic goals. This responsibility was in need of renewal. The Academic Policy and Standards committee worked closely with the Registrar’s Office and Financial Aid to devise a new process and set of policy statements which were approved by College Meeting.

Nurture and Improve Campus Life

New Building Planning was accomplished through an open and transparent process. The utilization of the Larusso Technology Building, retrofitted former computer classrooms and the former nursing laboratory represent great opportunity to improve the general learning environment for all students.

Common Schedule Template was implemented and as designed adhered to. Although there was some distress and difficulty relative to the timing of College Meeting, the overall transition went smoothly.

Discipline adherence and classroom management issues have been addressed in a number of ways over the last year culminating with a full day of attention at the Spring Professional Day. The information provided to faculty has reduced anxiety about student behavioral issues.

Transparent recruitment and hiring has been successful with careful communication regarding charges to search committees and expectations committees, HR, and management.

Strengthening Linkages to Employment Community, and Improve Workforce Development

WERC continues to seek out training and educational opportunities which enhance the workforce capacity of area businesses, government and social service entities. Exceptional work was accomplished in integrating the WERC efforts with academic programs such as Zammer Institute for Hospitality Studies, Dental Hygiene,

CCTC has been integrated as part of the Division. Careful planning and communication has facilitated a more complete appreciation for the potential in this collaborative model.

Zammer Institute for Hospitality Studies has expanded its efforts and successes in addressing the needs of the culinary, hospitality and tourism needs of the Cape.

Cotton Real Estate Center was launched by WERC and the generosity of Mr. Cotton.
STEM (Science Technology Engineering and Math) efforts are being applied collaboratively through the CONNECT partnership to address the workforce preparation and educational pipeline concerns of the region.

**Improve Campus Communication and Marketing at Every Level**

Direct Mail/ Automated Phone outreach efforts with continuing and non-returning students have been instituted with great success this past year. The efforts throughout Enrollment Management and Student Development and Student Support Services office to automate and assertively approach students in difficulty are paying off in increased graduation rates, improved start up processes and improved scores in student satisfaction on Noel Levitz. Specific kudos should be given to Advising, Assessment, Admissions, Registrar’s and Bursar’s offices.

**Strengthen Use of Data; Improve Internal And External Accountability**

Noel Levitz and CCSSE have become regular parts of our self assessment. We are using the data in systematic ways to address and improve performance and to raise faculty staff awareness to key issues related to student success. Of great note is that student satisfaction levels in regard to Advising have shown marked improvement this year, indicating that the improvement efforts have been effective.

Systematic collection of program data has been strengthened by the Program Review Processes and improved utilization of Jenzabar. The preexisting safeguards and written agreements with faculty on reassigned time as well as the ongoing analysis of workload and distribution of faculty effort on the delivery of instruction has benefited the college as the state has commenced workload audits.

**Division of Academic Research, Advanced Studies, and Academy for Lifelong Learning**

**Focus and Strengthen Core Mission**

- Through the Program Review process, began to gather feedback from employers about student performance.
- Worked with Institutional Research to study graduation rates of cohorts reported to IPEDS for AA and AS graduates for Academic Years 2000 and 2001.
- Provided data for Board of Higher Education’s Program Review Annual Report.
- Assisted the Criminal Justice Program in preparing an annual status report to the Board of Higher Education providing additional clarification of reported enrollment and detail on the number and qualifications of full time faculty.
- Issued Criminal Justice 2+2 RFP with two schools responding. The College is close to a signed agreement with Bridgewater State College for a targeted start of January 2007.
- Fire Science Program completed a program review and analysis of external consultant’s findings. Plans are underway to improve library and media holdings for fire science.
• The program review process included development of program mission statement, program outcomes, and total revision of all courses to identify measurable student learning outcomes.
• Results from a survey of employers validate that graduates are meeting employer expectations and functioning competently as entry-level fire fighter-paramedics, and company officers.
• Adapted Program Review template for Discipline Review processes.
• Provided data to Early Childhood Education degree and certificate program faculty completing the self study for initial accreditation by the National Association of Young Children.

Fiscal and Enrollment Stability

• Non paying student intervention was developed in concert with Information Technology, Business, and Registration, Advising and Counseling offices. This effort resulted in a decline from 731 cancellations for non-payment for the Fall 2004 semester to 208 cancellations for the Fall 2005 semester.
• Assisted in developing a Department of Transitional Assistance contract to serve approximately 15 AFDC recipients.
• Provided data to Developmental Education Committee on student success in Developmental Education courses.
• Enrollments in 2 + 2 partnerships remained strong. 263 students were enrolled in the baccalaureate programs which serve as a source of local higher education opportunity for CCCC transfer students.

Enhance Student Success for All Students

• Worked with the Advising and Counseling office to prepare reports on student retention.
• In coordination with the Office of Institutional Research disseminated information on the results of the 2005 Community College Survey of Student Engagement (CCSSE) to the college community through a series of forums. Thirty one members of the college community participated in these forums. Through the work of the College Meeting’s Institutional Research and Planning Committee.
• In cooperation with IR, the Noel-Levitz Student Satisfaction Inventory was administered in Spring 2006. Over 1300 students responded to the survey.
• Extensive information was provided to the academic areas about credit course completion rates.

Nurture and Improve Campus Life

Assisted the Academy for Lifelong Learning in planning and renovation of C106 and C155. These two classrooms are now available to CCCC students in credit classes. The Academy ran 54 courses with 513 students in the Fall of 2005, an 18% increase over Fall 2004.
Strengthening Linkages to Employment Community, and Improve Workforce Development

- Participated in the Fire Science Program Review working with employers and solicited their feedback and input.
- The Cape Cod Center for Graduate Education, the Office of Advanced Studies has reached out to local employers, particularly those who need advanced training for those employed in teaching, school administration, business administration, public administration, counseling, social work, business communication and journalism.
- The Office of Advanced Studies helped coordinate an All Cape In-Service with the Cape Cod Collaborative serving over 300 public school teachers in a variety of professional development workshops.

Improve Campus Communication and Marketing at Every Level

Provided information on the status of enrollment to the college’s Director of Communications and other offices on a regular basis throughout the year.

Strengthen Use of Data; Improve Internal And External Accountability

- Produced data on enrollment, retention, and graduation for the Fire Science, Business, Early Childhood Education, Medical Assisting, Dental Hygiene and Construction Technology programs used data relative to enrollment, course completion, retention and graduation to inform program analysis and recommendations for improvement.
- Worked with the Information Strategy Group (ISG) to clarify reporting procedures and guidelines.
- Provided the results of CCSSE from in over sampling of fire science students in the Fire Science Program Review.
- Participated in the preparation of several reports to the Board of Higher education in the areas of developmental education course completion, graduation rates, and faculty workloads.

Division of Business, Social Science and Human Services, Health Sciences

Focus and Strengthen Core Mission

- Business Program implemented Accounting Concentration changes suggested by the program review’s external consultant.
- Business Program implemented a “Business Core” for all AS in Business Administration concentrations to include Business Law, Microcomputer Applications software, Introduction to Business, and Financial Accounting.
- Business Program faculty developed program outcomes for each concentration.
- Business Program implemented new Accounting Practicum. The College became a site for Volunteer Income Tax Assistance (VITA) with students completing IRS training.
• Business Program faculty met with Suffolk University to review the current articulation agreement and 2+2 Curriculum maps. CCCC program changes will be reviewed by appropriate Suffolk University faculty committees in the fall.

• Culinary Certificate Program curriculum changes suggested by focus group, advisory committee, and employer surveys were approved and implemented.

• Construction Technology Program has identified program outcomes and with extensive input from the Advisory Committee and adjunct faculty revised the certificate.

• Criminal Justice Program completed annual status report to the Board of Higher Education.

  Criminal Justice Program implemented program changes effective in fall 2006 including requiring Survey of Anatomy and Physiology and developing three electives in evidence, juvenile justice, and terrorism.

  Criminal Justice Program completed a full review of all courses and revised student learning outcomes and assessments for every course.

• Psychology faculty developed a framework for student learning outcomes based on the American Psychological Association (APA) standards. This framework was integrated into each revised course syllabus.

  National search for a history instructor has been successfully completed. The goal of this search was to identify a “non-United States” expert to review and revise the world and western civilization courses.

  National search for a sociology instructor has been successfully completed. The goal of this search was a candidate prepared to teach anthropology, principles of sociology, and upper level sociology courses in the area of diversity issues.

• Fire Science Program completed a program review and analysis of external consultant’s findings. Improved library and media for fire science is being pursued. A program mission statement, outcomes, and total revision of all courses with measurable student learning outcomes have been completed. A employer’s survey validates graduates are meeting employer expectations and are functioning competently as entry-level fire fighter-paramedics, and company officers.

• Early Childhood Education faculty completed the self study for initial accreditation by the National Association for Education of Young Children.

• Medical Assisting Program completed a self-study and site visit by representatives of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The self study involved extensive curriculum revision, program outcomes and student learning outcomes for all courses and the development of a new course, Fundamentals of Medical Assisting to meet CAAHEP standards. The visiting team commended the faculty and college in its preparation.

• Program outcomes have been identified for all allied health programs and all syllabi have been revised to include student learning outcomes.
• Nursing Program has begun “curriculum mapping” as recommended by the NLN and Board of Registration in Nursing. Findings from this process will be used to revise courses and assessment instruments.

• Dental Hygiene Program has completed its self study in preparation for the site visit by the American Dental Association in September 2006. The self study included extensive revision of syllabi, policy and procedure manuals, documentation of patient satisfaction, chart audits and response to audit findings, and professional development issues for faculty related to the teaching learning process and curriculum development.

**Fiscal and Enrollment Stability**

• The Medical Assisting Program received a Cape Cod Healthcare Community Benefits grant ($5750) to fund the completion of the self study.

• Massage Therapy Program graduated 18 students in its first class. Over the course of the first eleven weeks that the clinic was operating, 305 clients were seen generating $5303 in clinic fees.

• The Massage Therapy program received an additional $10,000 grant from the Wilkens’ Family Trust for furnishings, equipment, and renovations.

• The Dental Hygiene Program and the CCCC Foundation were the beneficiaries of a $25,000 donation based upon an additional $25,000 match from the Davenport Company Seaside Lemans to enhance dental hygiene services to children.

• The Nursing Program in collaboration with Bristol Community College received funding from BHE to develop recruiting and training tools for clinical faculty.
• In response to the nursing shortage on Cape Cod, a second cohort of 24 evening nursing students was admitted in January 2006 and these students will graduate in December 2007.

• Planning has begun for transition of EMT/Paramedic Program from a contracted program to a direct relationship with the program provider.

**Enhance Student Success for All Students**

• Course completion data for fall 2005 indicates that 8 of the 16 course prefixes in this division have met the BHE benchmark of a 75% completion with a grade of “D” or better.

**Nurture and Improve Campus Life**

• Furniture, supplies, and equipment have been purchased for the Honors Program Center.
• Revised **accounting courses which include computer applications** have been assigned to the Tech Building for the fall.

### Strengthening Linkages to Employment Community, and Improve Workforce Development

- **Advisory** committees for IT, Hospitality/Culinary, Early Childhood Education, Fire Science, Nursing, and Construction Technology programs met at least once and several met 2-3 times. Student performance, employer issues, and curriculum review and design are standard agenda items for these groups and programs are adjusted accordingly. The Business Program has started to identify potential advisory committee members but no invitations have been extended.

- A local group of employers of massage therapists participated in a panel discussion in the Professional Ethics and Practice Management course.

- The Nursing Program has sponsored 5 continuing education programs this year for a combined enrollment of 161 registered nurses.

### Strengthen Use of Data; Improve Internal And External Accountability

- The Fire Science, Business, Early Childhood Education and Medical Assisting programs used enrollment, course completion, retention and graduation data to inform program improvements.

- The Fire Science Program Review included analysis of data obtained from CCSSE in over sampling of fire science students.

- The dean uses enrollment data from past semesters to project course needs. There is a continued need to develop models to schedule more appropriately to student needs and to make the most efficient use of classroom spaces and within budget priorities and overall college objectives.

### Division of Enrollment Management and Student Development

#### Focus and Strengthen Core Mission

- **ACCCESS** is an integral component of CCCC’s mission to “deliver educational programs and services to meet the diverse needs of the residents of Cape Cod, the Islands and adjacent areas of Southeastern Massachusetts.” In FY ’07 seven **GED** and 14 core **ESOL** classes were offered at 6 locations (Barnstable, Dennis-Yarmouth, Falmouth, Harwich, Hyannis and Mashpee). **Approximately 577 students were served during the year.**

- **ACCCESS** students beyond the basic skill level and interested in higher education programs were offered a choice of two **Transitions Programs** – one funded by
MDOE serving primarily ESOL students (PACT) and the other funded by the Nellie Mae Educational Foundation serving GED and Adult Diploma students (SUCCESS). Each offers support services to enable enrollees to succeed in further training.

- **ACCCESS hosted the College’s Welfare to Work (WtW) program through the Mass. Community Colleges Executive Office and DTA.** In its first cycle (which began in January), 10 students were enrolled, 9 completed and 6 have found jobs in early childhood and customer service positions as of June 30th.

- **A partnership with Barnstable High Schools Community Based Transition Program and the Student Development Office** as a training site with SPED students. The SPED student is placed in various situations providing job coaching for the student. The student comes to the college three hours for three days a week with their Job Coach to help complete tasks through such as bulletin boards, mail deliveries, and filing. It is the goal to help students become more familiar with a work situation, perform tasks successfully that are assigned, and become more independent in their lives. The student this year will be transitioning to our Project Forward program in the fall.

**Fiscal and Enrollment Stability**

- **Basic Skills Assessment of Newly Matriculated Students** -- Prior to each fall and spring semester, new matriculated students are scheduled appointments for assessment, advising, and registration. The college uses College Board’s ACCUPLACER instrument that measures student skill levels in the areas of reading comprehension, sentence skills, and mathematics. In order to help ensure student academic success, students receive course placements based on these scores and advisors then help students to select and register for courses. Students who have prior college credit or recent testing are waived from testing in those areas.

- **Admissions Hosted Enhanced Annual Open House.** Held on April 28, 2006. Registered attendees included 128 potential students. Additional attendees included family members and friends. Program was enhanced with several new features.

- **Admissions Hosted Cape and Islands Guidance Association** April Dinner Meeting featuring a delicious meal prepared by the Zammer Hospitality Institute Culinary Arts students, John Lebica’s tour of the Lyndon P. Lorusso Technology Building.

- **20th Annual Student Recognition Day** on May 3, 2006. Attendance included 200 students from 5 high schools. The documentary film “Monkey Dance” was well received by audience. A panel presentation by CCCC enrolled ALANA students addressed their experiences in College. The popular talent show and indoor barbeque concluded the day’s events.

- **Campus Tours** for SUCCESS, ACCCESS, and CATESOL students are held by Admissions throughout the year.

- Admissions staff visited the **Career Centers** in Hyannis, Wareham and Plymouth. Maintained contacts with Centers throughout the year. Visit extended to JTEC GED students in June.
• **On-spot Admissions** appointments at local high schools Barnstable and Mashpee high school has been expanded to include 12 high schools in our area from the original two schools in 2004. Spoke with over 225 students during the fall and winter months.

• Additional **outreach activities** to underserved and under-represented populations included College table at: Multicultural Festival, the Workforce Resource Job Fair in Hyannis. Attended Lights Out after Dark in Mashpee, Barnstable County Council for Children, Youth and Families annual conference and monthly meetings, Cape Cod Childcare Development staff day, and Wampanoag Educational Opportunity Day, to mention some.

• Accomplishments of **Strategic Marketing & Planning’s Recruiting Sub-Committee** included: (1) signs on the ring road “Welcoming” and “Thanking” visitors to campus. (2) Recruitment display boxes at the entrances to Tilden Art Center to increase visibility at campus events. (3) Post cards for Campus visitations have been designed and printed.

• **A PDF application** was added to the college website to be downloaded and mailed.

• Several testing programs run out of the Assessment Center provide revenue to the college. Students are charged $30.00 for participation in the Assessment/Advising/Registration process. Students who wish to retest in one or more of the basic skills tests are charged a fee of $7.00. Those examinees participating in the College Level Entrance Examination program submit administrative fees of $15.00 per test. There are no revenues generated from either the Medical College Admissions Test or the Graduate Record Subject Exam administrations. Approximately $54,000 was generated by ACCUPLACER.

• **KPMG audited our MA state financial aid** programs in June 2005. Based on their report showing **no findings**, the college is not required to audit these programs again for three years.

• **American Student Assistance** (ASA) audited our Federal Stafford loans in March 2006, also with **no findings**.

• Initiatives that provided additional financial resources for students:

• The **MA Hurricane Katrina tuition waiver** covered state and local tuition for one on-campus student. The College provided further supported for all fees and books. Worked closely with **Distance Learning to cover costs for 15 hurricane victims** taking CCCC on-line courses through the Sloane Foundation.

• **John and Abigail Adams Scholarship** for high MCAS achievement is a new (F’05) state program to encourage high school seniors to enroll at the public colleges tuition free. The College waived over $13,000 in tuition for 23 students. Of these students, approximately 40% met the requirements for renewal in 2006-07.
The Financial Aid Office worked with various departments on campus to administer outside scholarships or grants. Environmental Studies received funding to provide nearly 20 scholarships to attract future interest in their programs. The CNA program received funding from MCEF and also the Wilkens family provided financial assistance for the certificate. Two Early Childhood Education grants (one through the department and another through the state) continue to require much hands-on attention for 20-30 students each semester.

Health Services assisted the Health Programs by providing free physicals for students lacking medical insurance or having difficulty in obtaining an appointment with their primary care physician.

Health Services supplied free of charge immunization to students of all disciplines who do not have the ability to pay for or do not have an insurance-based provider who can supply specific immunizations.

Health Services assisted students in obtaining and processing their required medical and immunization records according to the requirements set forth by the Commonwealth.

Health Services collaborated with Mid-Cape Medical, C-Lab, and community health providers to provide services to students.

In FY ’06 ACCCESS completed the first year of its 5-year state grant. $604,286 was appropriated. FY ’07 is beginning with level funding; however, the state legislature has included a $3 million dollar increase for ABE across the state; ACCCESS should receive a proportional increase.

PACT ($60,000) and SUCCESS ($51,795) were level funded.

Small grants were received from the CCCC Educational Foundation and SABES (System for Adult Basic Education Support) to help fund the 2nd Workforce Resource Fair and a related Student Leadership Project.

GED Exam: 329 students registered for the GED Exam for the first time. Of this number, 255 students earned diplomas and 82 attended the GED Graduation in June. 51 ACCCESS students received their diplomas.

In an attempt to strengthen on-time registration, the Registrar’s office has changed the registration dates to allow students to register earlier.

Enhance Student Success for All Students

Post -Testing for Developmental Courses. Students enrolled in developmental courses as of Spring 06 completed the appropriate ACCUPLACER at the end of the semester. Students are able to compare their new scores with their entering scores. Rosters are returned to each faculty member with the students’ pre- and post-test scores.
• **Health Services** continues to implement **medical holds and process immunization** records per Department of Public Health (DPH) and Commonwealth of Massachusetts Regulations (CMR) in hopes of limiting infectious disease transmission.

• **Each month a “Medical Issue of the Month”** is highlighted by nursing staff, and via information left at “Booth” for general public information.

• The Registrar worked with financial aid policy information and the Academic Policies and Standards Committee to **revise the College’s satisfactory academic progress** definition and processes for implementation. The financial aid standard, which conforms to federal regulations, is more rigorous than the College’s. The additional monitoring and advising requirements are anticipated to improve performance and reduce repetitions of unsatisfactory progress.

• **Financial aid staff presented at all Advisor Trainings** providing basic facts about the application process and detailed information on academic progress.

• Financial Aid staff provided **financial aid workshops** for Success, Diploma Plus, Dental Hygiene, Advantage, and other CCCC groups to assist with the financial aid process.

• The College served as host in one of thirteen statewide sites for the national “**College Goal Sunday**” event. Nearly 50 Cape families attended the FAFSA walk-through on January 29th.

• **Health Services** assists students in obtaining the health care and by providing counseling to students as needed. Health Services and the Department of Public Safety received a total of 71 calls for **medical emergencies**.

• **Health Services** provided a **community based programs** such as “Sexual Assault/Harassment” Program, Student/staff “Biofeedback”, extended Psychologist coverage, and physicals for students who cannot afford community supplied services.

• **Life Fitness Center** had a total of 6,663 visits with 490 memberships.

  **Intramural activities** included basketball, volleyball, badminton, yoga and racquetball. The faculty/student volleyball tournaments offered by the Student Senate were well attended. The weekly basketball tournaments were very competitive.

  The **Basketball Club** came on strong, finishing the season in exciting fashion with a loss in the championship game. The season included an eighteen game schedule as well as a number of playoffs.

• Each year it has been increasingly harder to “spread the wealth” of the **Student Activities Budget**. Some clubs have raised $2000 - $5,000 to subsidize their club funds, raise money for scholarships, etc. Two new clubs (C.A.R.I.T.A.S. Club and Speech Debate Club) were formed, ratified and given budgets this past year.
• The Registration office worked closely with the Advising and Counseling Office to promote an **Academic Intervention Program.** With the academic review policy approved, advisors intervene once a student’s GPA falls below a 2.00.

• The new policy requires students who have been away from the college for several semesters to re-enter through Advising before they can register. This will enhance chances of academic success.

• In April of this year the Registrar’s staff **completed the transcript** (49,315) validation project.

• The College’s transcript processes have been streamlined since converting to Jenzabar. It is now possible to maintain records of where our students are applying.

• **Orientation was expanded** to include an evening session, a successful accommodation for working students.

• This year’s Orientation program focused on an interactive presentation designed to help drive first year students toward success. The **Ultimate Road Trip Program** gives students key insights into the impact of their college years on career exploration and creating future opportunities.

**Nurture and Improve Campus Life**

• Enrollment Management and Student Development staff play a pivotal role in a number of campus wide and community events such as: annual **Martin Luther King Celebration,** Jan. 16, 2006 with over 200 community members present, the **Sixth Annual Multicultural Festival,** March 4, 2006 – Approximately 2000 in attendance.

• **Financial Aid Office was remodeled** to be more welcoming to students and healthier for staff. Without the front counter, there is more space, less of a barrier, and a bit more confidentiality as students can work with office staff at their desks instead of across the room.

• **Mental health services** through our staff psychologist continued.

• **Our Medical Clinic** continued to be effective with Dr. Williams providing care here at the clinic and also providing after care at his office or he will see a student at his office and do the follow up care at our clinic.

• **Student Development organized the attendance of student leaders** at the annual two-day **Community College Fall Leadership Conference** at the Eastover Resort in the Berkshires in October. Students also attended a Drive-In Leaders Conference at Mt. Wachusetts featuring nationally known speaker Tim Wise speak on racism.

• **Student Senate Elections** took place the first week of October a full senate membership was elected. They were very diligent this year with many successful projects including:
1. Raised funds through activities for three Senate scholarships for both graduates and students who were continuing their studies here.
2. Attended the National Conference on Student Leadership in Florida.
3. Held their first annual Silent Auction, which raised over $2,000 for scholarship.
4. Held a Club Luncheon and for all clubs.
5. First annual Faculty/Staff vs. Student volleyball game and a Fun Run to foster campus relationships.
6. Held food drive and gave all items to Big Brothers and Big Sisters Organization during the Thanksgiving holiday.
7. Held a concert to raise money for Independence House. Over $800 was raised.
8. Collected items for Iraq Care Packages that were sent through a veteran’s organization in Plymouth.

- **Student Development** oversaw and ran the following events:

1. Commencement Celebration was very successful this year. It provided a family atmosphere and was offered at a very reasonable price. Graduates attend free.
2. A very successful World AIDS Day event, co-sponsored with the AIDS Support Group of Cape Cod.
3. Held Constitution Day, now required of all college campuses by Federal law.
4. Offered King Richard’s Faire tickets again this year.
5. Sponsored a popular trip to a Celtics game.
6. Held Spree Day in the fall and Block Party in the spring.
7. Held annual Halloween Party with novelties, pizza, karaoke and prizes.

- The Alumni Advisory Committee has been very active and met the first Thursday of every month. The following activities occurred:

1. Adopted the Alumni Association By-Laws
2. Held a Strategic Planning Meeting facilitated by Natalie Dubois. Developed a 5-year plan.
3. Attended Commencement and sold roses to graduates and their families with proceeds going to scholarships.
4. Published The Alumni Newsletter “Light keeper’s Log” bi-annually.
5. Changed the process for identifying the Alumni of the Year. Voted for alumni and honored them at Commencement.
6. Created an online Alumni Advisory Committee Forum through the IT Department.
7. The Alumni Association offered healthy snacks in the connector during final exam period for the spring semester.

**Strengthening Linkages to Employment Community, and Improve Workforce Development**

- The College Level Examination Program (CLEP) is a national system of awarding credit by examination sponsored by the College Board. The most popular tests are English Composition with Essay (94), Freshman College Composition (53), Analysis and Interpretation of Literature (28), and Sociology (23).
• As a service to our community, Cape Cod Community College administers the Medical College Admissions Test in April and August. There have been 286 MCAT examinations administered since the Assessment Center began the administration in August, 1996.

• The Federal Work Study program is a challenge on-campus, and nearly impossible off-campus. Without the campus VISTA working on outreach, it is not one that makes any progress. The College does meet the federal requirement for community service positions and America Reads.

• The Spring Workforce Fair brought 20 local company representatives, 10 community resource people and several hundred ACCCESS students and general community members to the Hyannis Center.

• The Welfare to Work grant connected ACCCESS to early childhood providers on Cape Cod and to various departments at the main campus.

• An ACCCESS staff person works at the Orleans One Stop Career Center one day/week.

• ACCCESS provided enrollment advising assistance for students who are referred by local career centers for training and re-training. Information regarding our degrees and certificates was entered in Training Pro for the DET (Division of Employment and Training), DUA (Division of Unemployment Assistance), and DCS (Division of Career Services). Students have applied for extended benefits and retraining through these programs and are able to seek gainful employment in our community.

Improve Campus Communication and Marketing at Every Level

• Admissions developed welcome PowerPoint for students/families to view during visits to campus. New presentations were developed for parent information sessions demonstrating the Public College Advantages including the Two Year College savings.

  1. Updated college website to promote value of CCCC degree.
  2. Visited area Chambers of Commerce, churches, libraries and businesses.
  3. Created targeted printed materials.
  4. Enlisted faculty in email campaign to maintain contacts with special populations.
  5. Informational meetings with parents of 8th grade middle school students. During the past year participated in programs that included parents of freshmen, sophomores and/ or juniors at Sandwich High School, Provincetown High School, Weymouth High School, and Upper Cape Cod Regional Technical High School.
  6. Format of the annual Open House was revamped to support this goal. The Open House theme was designed to improve our image to prospective students, families and general public. Additions to the event included:

     1. CCCC Award & Recognitions display in Tilden lobby, 2. Presidents’ reception, 3. meet the author’s table, 4. Alumni table, 5. tours of our new building, and 6. academic showcase.
The Assessment Center implemented student online appointment scheduling software program called TIMETRADE. This software allows new students to schedule their own Assessment/Advising/Registration appointments online.

Assessment Center began to use an automated telephone message service.

Registrar expanded use of Campus Web -- This has been the first full academic year of utilizing Jenzabar’s online registration product, Campus Web. To date we have issued close to 10,000 PINS.

Student Development Produced and revamped the Student Handbook so it is easier to access information. This coming year we will be working on being able to include dates on the planner that is included.

Outreach to alumni through E-News as well as Alumni newsletters.

**Strengthen Use of Data: Improve Internal and External Accountability**

**Financial Aid**
- The office filed all annual reports on time including the federal FISAP, the BHE year-end report, all state grant/ waiver reports, IPEDS, data to the Advantage and Coaches & Mentors programs, the Title III waiver of matching funds report, and any others required. After submitting updates to the comprehensive BHE report in early February, the College exceeded the accountability standard for providing access to our needy students.
- Financial aid staff began coding Veteran status in Jenzabar. The data can come from either the FAFSA, or tuition waiver, or GI Bill application.
- All full-time Financial Aid staff received training in the daily federal data exchanges.

**Health Services**
- The data processes in Jenzabar as it relates to the processing of health and immunization records for CCCC students continues to improve.
- Survey Monkey was utilized to survey students of when they would prefer the activity hour scheduled.
- Need a more involved training for the student module of Jenzabar to be able to record the student information for student activity outcome reports.
- Dean and Registrar are members of the Information Strategy Group

**Division of Learning Support Services**

**Focus and Strengthen Core Mission**

- **ADVANTAGE Program**
  Provided a comprehensive orientation and familiarization with all offices on campus to those students who are first in their family to attend college using select services from a First Year. Established a working relationship with the Nursing Department (instructors and coordinators) to identify those students with a potential to fail the program. Provide these students with the academic support needed to succeed.
• **Advising & Counseling**
Initiatives were developed to better inform students of the benefits of completing their degree. Letters were forwarded to students with 60+ credits and graduation audits were conducted on all students with 60 or more credits. Students were informed of their eligibility to graduate or of the few remaining courses needed to complete a degree.

• **Coaches & Mentors**
The program served 146 students in 2005-2006 academic year through one-on-one tutoring, academic advising, study skills instruction, career counseling, job placement assistance, skills-building workshops and comprehensive mentoring and support.

• **O’Neill Center for Disability Services**
Reached out to students who self disclosed as having disabilities or other qualifying categories but currently not using the services of the O’Neill Center.

  **Wednesday evening office hours** are provided for the convenience of students with learning disabilities who take evening classes. In addition to providing easier access to services for students and their parents, it has increased personal contact with evening instructors, providing them with additional support.

• **Project Forward**
The Project Forward staff continued to focus on a total curriculum revision: Basic Foods, Child Care, Animal Care, Maintenance, Retail Information Tech, and Mass Communications.

• **School to Careers (STC) & Diploma Plus (DP)**
School to Careers programming supported the career development efforts for students of area school systems.

  Diploma Plus program provided a viable high quality alternative to dropping out for a number of area high school students.

• **Tech Prep**
Accuplacer Test preparation for high school juniors and seniors has succeeded in 260 students have been either tested or given test preparation. Students are tending to go through the process with more confidence regarding postsecondary placement. Approximately 700 information packets were mailed to parent/guardians with less than .01 return responses.

  College campus visits: 275 students from 10 schools attended. Informational packets were prepared & distributed to each student.

• **Tutoring Center**
Provision of academic tutoring is a core function of the college.

  Cape Cod Community College received $18,900 to fund the McNair Disadvantaged Student Program, referred to locally as the Student Academic Support Program. This was an increase of $5,900 over the FY2004 award of $13,000, however, it made up less than half the reduction from FY 2003 to FY2004 of $12,000 (FY2003 award was $25,000).
Fiscal and Enrollment Stability

- **ADVANTAGE Program**
  Operated under the Federal TRIO program and is entering the second of a four year funding period. This program brings funds into the College to serve students with special circumstances (low income, minority, first person in family to attend college, or physically or mentally challenged) and insure their success. The student participation increased to 175 participants and in 2005 the ADVANTAGE Program retention rate was 90%.

- **Advising & Counseling**
  Coordinated the Math Refresher Workshops. Funding was granted to offer 33 workshops during the 2005/2006 academic year. These Math Refresher workshops have yielded very positive results and contributed to improved retention rates.

- **Coaches & Mentors**
  85% of students enrolled in fall 2005 returned for spring 2006 semester
  74% of students who signed up for C/M in fall 2004 enrolled one year later.
  20 students graduated in 2005; 15 made Dean’s List for Spring 2006, $15,250 awarded to C/M students in non-commencement scholarships.

- **O’Neill Center for Disability Services**
  Learning Styles workshop/lunch for students with significant mental health issues.
  Recruitment of 23 students by flyer and telephone follow-up. Attended by 13 students.
  Total number of students serviced in fall 2005 was 198, in spring 2006 was 204. This was a decrease of 3.4% in fall 2005 from fall 2004 and an increase of 6.25% in Spring 2006 from Spring 2005.
  Adaptive computer lab usage by students was as follows: Fall 2005, 89 hours, Spring 2006, 92 hours. Total hours for Alternative Testing Site were 423 in Fall 2005 and 324 in Spring 2006. This was a 20% decrease in usage hours from fall 2004 to fall 2005 and an increase of 5% from spring 2005 to spring 2006.
  Eight students with Traumatic Brain Injury and 174 students with Learning disabilities and ADHD were served.

- **Project Forward**
  Project Forward a self supporting program of the college, served 98 students in the fall 2005 and 96 students in the spring. Over the past ten years there has been a steady increase in enrollment from 59 in fall 1998 to 118 scheduled in the program for fall 2006.

- **School to Careers (STC) & Diploma Plus (DP)**
  Coren Peacock worked with State Representative Cleon Turner, Senator Rob O’Leary and their aides to sustain $50,000 Diploma Plus line item in FY07 budget.
  The school district tuition for Diploma Plus students increased from $1300 in FY06 to $2000 per pupil in FY07.
Tech Prep

Tech Prep students from various high schools participated in competitions such as DECA, SkillsUSA, and other locally sponsored competitions. Students who participate in these competitions appear to have a better understanding of job skills, work ethics necessary for success and more self esteem.

Seven (7) articulated courses are currently under review by department chairpersons or coordinators while 12 articulated courses are under constant review.

Tutoring Center

McNair funds provided tutoring personnel and other academic support services that contribute to increased retention.

The Student Academic Support program has provided funding and oversight of professional tutoring services in the Tutoring Center and the Writing/Resource Center and for professional and peer tutoring services in the Math Lab. In FY2006, 696 students received services in the Tutoring Center (compared to 717 in 2005, 655 in 2004 and 561 in 2003); 556 received services in the Math Lab; and 522 received services in the Writing Center.

Enhance Student Success for All Students

ADVANTAGE Program

- Reports were created for each student in the program with 30 or more credits and they were advised of their options for graduation or transfer.
- Visits were scheduled to MA colleges to aid in student transfer decisions.

Advising & Counseling

- A graduation status letter was sent to students with 45+ credits, recommending that they meet with an advisor. Advisors then worked one on one with these students and outlined the remaining courses needed to graduate.
- The advising staff met with the several Program Coordinators and Department Chairpersons for shared information sessions.
- Published and distributed a fall and spring Transfer Newsletter, highlighting events information on the transfer process, and scholarship information.
- Coordinated two Transfer Fairs. Approximately 50 colleges attended the fall fair targeting day students, traditional college students. Approximately 18 colleges attended the spring fair targeting evening students, adult students.
- Coordinated individual visits by various colleges. Coordinated a visit from the UMass-Amherst’s on-line Early Care Program.
- An updated Transfer Booklet was produced and distributed to students and faculty/staff.

Coaches & Mentors

- Workshops in coordination with ADVANTAGE Program titled “Learning with Lunch” in life and study skills were offered to the College community. The 22 workshops drew 95 students.
- Coordinated panel presentation on non traditional career choices for men and women entitled, “Roadblocks or Stepping Stones? Paths less Traveled” The Cape Cod Times brought regional awareness of this issue to the forefront.
• Established a Cape Cod Steering team on **Gender Equitable Opportunities**. Coordinated May 10 Prof. Day, Breaking Barriers… Inspiring Students to Choose and Succeed in Nontraditional Careers.” There were 75 attendees.

• Five instructors with expertise in particular study skills area (e.g. note-taking, test-taking, time management, textbook reading, and memory) made classroom presentations during the fall 2005 and spring 2006 semesters. Faculty scheduled time in their syllabus for students to learn these important school success skills. There were 44 in-class workshops held with 12 faculty participating.

**O’Neill Center for Disability Services**

• Two Workshops were held for all tutors on campus and a presentation was made to the College on **Asperger’s Syndrome** and non-verbal learning disabilities by Dr. Sommers.

• Coaches and Mentors program had Dr. Sommers present two workshops for students on “How to improve your memory.”

**Project Forward**

The **Circles Curriculum** was introduced to Project Forward community students. Circles helped students develop strategies for understanding relationships, making friends, dealing with sexuality and avoiding exploitation. Research indicates that over 60% of individuals with disabilities are abused or exploited at some time in their lives.

**School to Careers (STC) & Diploma Plus (DP)**

Key to this program is the dual enrollment of high school students. Students attend workshops and special classes as well as regular college classes to be able to finish high school and earn college credits.

**Tech Prep**

Tech Prep has developed pathway grids in Early Childhood, IT, Pro Start, Environmental Tech, Business, and Accounting for four area high school programs. Meetings with site coordinators at these schools were held to discuss not only the system of pathway grid development but how to incorporate the documentation into the student portfolios.

**Tutoring Center**

• Additional early morning and evening hours to 7:00 PM were added to the Tutoring Center schedule. The early morning hours were not utilized as much as expected but the evening hours were used during peak tutoring times.

• In Spring 2006, 87% of students utilizing Learning Support Services in the Tutoring Center successfully completed the course in which they were receiving support. 70% of students registered in Fall 2005 that utilized the Tutoring Center returned in Spring 2006.

• 85% of students utilizing the Learning Support Services in the Tutoring Center maintained good academic standing for the term in which they received help. 89% maintained good academic standing for their CCCC career course work.
Nurture and Improve Campus Life

ADVANTAGE Program
The enrichment activities have included field trips on both boats and trains and to theatrical performances. In addition, the program has sponsored well attended community concerts on the Cape Cod Community College campus, bringing well-known artists to perform.

Advising & Counseling
The department works to establish a positive relationship between the students and their faculty advisors to insure the success of each student. They keep the campus up-to-date with their newsletter and the advising tips.

Project Forward
Project Forward encouraged students to participate in all aspects of college life.

Tutoring Center
During the fall and spring sessions, Monday through Thursday, 80 to 100 students a day are visiting the Tutoring Center. Friday sees approximately 50 students.

Strengthening Linkages to Employment Community, and Improve Workforce Development

ADVANTAGE Program
The full-time career counselor that maintained contacts on campus and in the community with employers and career counselors in order to support students in their career goals.

Advising & Counseling
- Provided online access to Career Planning and Placement information. The Coordinator has designed and maintained a highly interactive website for students and alumni.
- Held 170 appointments with students for career decision making, self-assessments, resumes, cover letters, job search, interviewing and advising.
- Offered 17 in-class workshops: 13 on MBTI, 5 on Career Decision Making, 7 on Resume and Cover Letter Writing, 1 on Interviewing and 1 on Career information for high school students and 1 on online career services information. 375 students attended these workshops
- Hosted 42 employers on campus, visited two employers on-site, and served on the committee to facilitate the Workforce Resource Fair at the Hyannis Center, which hosted over 30 employers. Posted over 260 submitted jobs online and on the bulletin board.
- Coordinated the Student Employment Office and Co-op Coordinator. Coordinated a Co-op presentation for 35 area employers at the Cape Cod Human Resources Association in October meeting. Collaborated with colleagues to propose a new co-op plan.

Coaches & Mentors
This program’s part-time Career Specialist helps students clarify career goals and prepare for the job market. In 2005-2006 there were 93 student appointments.
O’Neill Center for Disability Services
The Director serves as a member of a newly created community based (Disability Advisory Committee) to the WIB and Career Opportunities Center.

School to Careers (STC) & Diploma Plus (DP)
- The Diploma Plus program provides internships for high school students while they are completing their high school diploma and choosing a career path in college.
- Harwich High School joined the STC Partnership in fall 2005 with STC now collaborating with ten school districts, the highest number of schools to participate in the grant since its inception in 1996.
- The “Youth Employability Skills Certificate Program;” curriculum was piloted in the Diploma Plus sections of Career and Personal Exploration. Students provided feedback on effectiveness and interest level of curriculum.

Tech Prep
Local events such as employer breakfasts and networking sessions as well as job fairs were conducted. Showcased apprenticeship opportunities for school administrators in construction, health, and hospitality fields.

Improve Campus Communication and Marketing at Every Level
Each program director within Learning Support Services met with their community advisory group on a regular basis.

ADVANTAGE Program
The ADVANTAGE Program Newsletter was published regularly throughout the year. It is distributed to the students in the program and to others on and off campus.

Advising & Counseling
- Increased student and faculty/staff awareness of the Advising Center led to 11,097 student advising sessions in the Advising Center.
- The Academic Advising “Tip of the Week” distributed to the College community provided pertinent advising updates and reminders.
- The Academic Advising Handbook was updated and distributed to all advisors.
- Published and mailed a bi-annual advising newsletter, “The Compass.”
- Developed and published a comprehensive “Navigation Guide” that outlined a detailed step-by-step procedure for students coming to the College.

Coaches & Mentors
A program newsletter was published regularly throughout the year. It included information from and about students in the program as well as articles from the program advisors/mentors.

O’Neill Center for Disability Services
- “Monkey See, Monkey Do and Ms Wheelchair MA too…” presentation. Included presenters from Helping Hands and Ms Wheelchair MA on mobility/paralysis issues. More than 75 attended including students, staff, and off-campus press; articles appeared in Barnstable Patriot and MainSheet.
- The center coordinated a presentation by three students with disabilities to the College
- Diversity Advisory Committee.
Project Forward
Project Forward was recommended to the Massachusetts Board of Higher Ed as one of Cape Cod Community College’s outstanding programs of 2005. The program continues to get requests for information from other colleges around the country. Examples: Mohawk Valley Community College in Utica, NY; LIFE in St. Louis.

School to Careers (STC) & Diploma Plus (DP)
- Developed a community service learning (CSL) model to share with the DP Network of secondary schools in MA, CT, NY, CA, and VI.
- New relationship and CSL Lab course was formed with Dream Day Cape Cod.
- Civic engagement course with CSL component piloted during 05-06 school year.

Tech Prep
- Apprenticeship brochures were provided to all member high school superintendents, principals, guidance & voc. tech coordinators, shop teachers and Ch 74 after schools, as well as appropriate local businesses. Over 500 brochures were disseminated with accompanying literature.
- Staff presented statewide conference, MA Organization of State Counselors. 314 area guidance counselors/other exhibitors visited the Tech Prep table at the conference.
- Director trained site coordinators & guidance staff to administer CPT test and give feedback results. One school field tested the math section with their math department teachers. Another school has suggested their English & Math faculty may take the CPT test. Ten of the 14 individuals have a comfort level sufficient to proceed with the actual testing procedures. However, of the ten, five have requested follow-up support. The field test results indicate high levels of difficulty.
- Newsletters were produced by Tech Prep students from four member schools and distributed as templates to remaining schools. Media productions with local cable networks & newspaper articles were produced and distributed. Site coordinators produced information sheets sent to TP students, parents/guardians.

Tutoring Center
Posters are posted in each classroom and on bulletin boards in every building on campus with information about how to contact the Tutoring Center.

Strengthen Use of Data; Improve Internal And External Accountability

- ADVANTAGE Program
  Used Jenzabar reports to identify non-traditional students to be able to offer support services through the ADVANTAGE Program.
  A data base was maintained by the support staff to the program from which the annual reports were created and sent to the governing agency. These figures are also used to calculate the retention percentages and graduation/transfer rates for ADVANTAGE Program students which are used in program planning.

- Coaches & Mentors
  The program entered descriptive information on the students participating in their program into Jenzabar and tracked the progress of its participants through Jenzabar reports. Contact letters and post cards were sent to offer support and remind students where to come for help when indicated.
O’Neill Center for Disability Services
The Director analyzed CPT self disclosures of students with disabilities to determine how many of these students were not being serviced through the O’Neill Center. Notes and flyers were sent out to all students not being serviced through the Center.

Also analyzed CPT disclosures of MRC and/or SSDI clients to determine which of these students were not being serviced by O’Neill Center. Only 40 students were not in our database. These students were contacted and assigned to our disability advisor.

Tech Prep
Distributed Online CPT prep sites to over 500 parent/guardians & students via mail as well as one-on-one delivery to students. Approximately 700 students along with their parent/guardian & guidance counselors were provided on-line resource material.

Tutoring Center
The Tutoring Center has used the on-line appointment system. There is now accurate information as to number of appointments, cancellations and no shows. Also, there is the ability to accurately answer inquiries from other offices on campus regarding a student’s tutoring history.

Wilkens Library and Distance and Learning Technologies
Focus and Strengthen Core Mission

- The librarians, in consultation with faculty members, focused their selections of books, periodical and databases on the AA and AS programs offered at the College. Of special emphasis were upcoming accreditation areas such as Nursing, Certified Nurse Assistant/Home Health Aid, Medical Assisting, and Dental Hygiene. Business, Environmental Sciences, Fire Science, Hospitality & Culinary Science and Early Childhood Education.

- Information Literacy continued to be an important core service. Pat Fisher and Jeanmarie Fraser provided instruction for English, ESOL, Oral Communication, Business, Sociology, History, Psychology and other classes. Brenda Collins taught all information literacy classes in Health Sciences areas and created instructional CD’s for Nursing, Dental Hygiene and CNA students. The number of information literacy classes taught continues to increase. The number of classes increased by 15% over last year.

- Faculty workshops were held to introduce new electronic resources, and to demonstrate particular research techniques. Nursing and Dental Hygiene accreditation now required that faculty and students be familiar with Evidence Based Practice. Techniques in identifying this emerging literature were taught to both students and faculty members.

- The reference librarians participated in a CONNECT initiative to define information literacy learning outcomes common to all CONNECT partners. A matrix was developed which guides the design of learning experiences and assessments for information literacy.
• Librarians continued to provide traditional reference services, answering about seven thousand requests for information and assistance. **Evening Reference services** are now augmented by an additional staff member covering the reference area whenever the evening librarian is scheduled to offer an information literacy class.

• The use and demand for electronic information sources such as online indexes with access to the full-text literature, and specialized databases continues to grow. This growth is both on-campus use as well as from students working from home. To meet interest, we have selected additional databases, particularly in the Health sciences, Business, Communications, Hospitality and Humanities areas.

• The Nickerson Room continues to serve the needs of students and community. Carol Bowers and Claudine Barnes brought their U.S. History students over for orientations to the Nickerson room. The Academy for Lifelong Learning has had two groups using the room regularly.

• Total circulation of materials increased slightly from 14,462 in FY 2005 to 14,677 in FY 2006. In addition, in FY 2006 over 1,500 items were borrowed for students, faculty and staff through the Library’s interlibrary loan service, an increase of nearly 10%. The library loaned about 4300 items to other libraries.

• The use of the media collection for classroom and viewing room use was similar to last year. Additional staff time and funds were spent this year securing public performance rights for the Foreign Film series. Students in the Nursing, Dental Hygiene, Oral Communication and Film Appreciation classes were the primary users of the media PCs and listening rooms.

• This year Distance and Learning Technologies staff volunteered to offer test proctoring to any instructor on campus. There was significant growth in non distance learning test proctoring. High demand came from math, science and accounting courses. Students taking distance learning exams were also heavy users of the viewing rooms and lower level PC lab. In response to requests from Foreign Language instructors, new white boards were installed in the Multimedia room.

**Fiscal and Enrollment Stability**

• Student groups from the Sturgis Charter School and other high schools utilize library resources. This opportunity should encourage those students to consider enrolling in the College.

• Library resources continue to be used heavily by most students, faculty and staff. 2,283 CCCC patrons were registered as library users during the academic year.

• Results from information literacy exercises completed by English Composition students are being collected to assess information literacy learning outcomes.

• Online course development continues. We will have developed 27 courses by the fall 2006 semester. Although interest from full-time faculty in developing full-online courses appears to be waning, there appears to be a growing interest to use Blackboard to develop enhancements to traditional classroom based courses.
• The Distance and Learning Technologies staff continues to provide video conferencing support to Suffolk University and as well as CCCC Early Childhood Education program.

**Enhance Student Success for All Students**

• Information Literacy instruction is offered to ESOL, GED, Diploma Plus, and other non-traditional student groups.

• Project Forward classes are supported with Information Literacy, Student ID cards and patron registration, and course reserves for audiovisual and print materials.

• The staff provides basic training on Blackboard for the IT help desk staff and also offers direct assistance to online learners who are referred by the help desk and library staff.

• Distance and Learning Technologies staff also provide phone and email assistance to potential online student seeking guidance on what online courses are like and what one needs to be a successful online student.

• The College received a grant to participate in the MCO e-tutoring project involving 17 other institutions. John Grant, Greg Masterson and Agustin Dorado contributed to the grant application. The grant will enhance tutoring and retention efforts for online and traditional students.

• John-Paul San Giovanni has encouraged the use of Blackboard to share best practices for online learning and classroom learning.

**Nurture and Improve Campus Life**

• The Library continues to accommodate changing student study habits by replacing study carrels with group study tables and by improving seating in listening and viewing rooms.

• Librarians have worked closely with faculty in the development of new programs. Currently under consideration are program proposals in Veterinary Technology and Health Informatics.

• The Library strives to accommodate requests for use of the Information Skills classroom whenever possible. College classes, several staff oriented specialized training sessions and outside groups such as Southeastern Massachusetts Library System and the Cape Cod and Islands Library Association have used our facilities when information literacy classes are not scheduled.
Strengthening Linkages to Employment Community, and Improve Workforce Development

- BIC Collection circulation remained level with 2005 statistics after almost doubling between 2004 and 2005 following the introduction of the CLAMS request system, which allows community members to request materials from any library in the CLAMS network.

- Mary Sicchio worked with the Hyannis Rotary Club in providing cataloging and space for their archives. She also facilitated the Cape and Islands Historical Society’s use of the Library to discuss disaster planning.

- Outside groups, such as the Center for Women in Entrepreneurship, were introduced to the print and electronic resources of the Library.

- News reporters frequently use the Nickerson room to research articles. Newspapers who have recently used the Nickerson room include The Cape Cod Voice, Cape Cod Times, and the Falmouth Enterprise.

Improve Campus Communication and Marketing at Every Level

- Library and Distance and Learning Technologies web pages are continually revised and enhanced. Linda Allison in the Instructional Technology Center helped other departments develop and enhance their web pages with graphics and photos.

- The Channel 98 Bulletin board advertised the availability of WERC courses and events on the campus. The Bulletin Board offerings will be expanded this coming year. Wireless internet capability in the library is advertised through signage and promoted during orientations and tours.

- The library’s participation in the CLAMS and Massachusetts Virtual catalogs as well as our interlibrary loan services promotes the College and keeps it visible in the community.

- Brenda Collins and Lorne Winkfield collaborated with librarians at the National Network of Libraries of Medicine, University of Massachusetts Medical School, and the librarians at the Brewster Ladies Library to produce a DVD demonstrating the use of Go Local Massachusetts, an enhancement to the National Library of Medicine’s website, MedlinePlus®. Brenda Collins and Diane Rielinger are active contributors of local health resources for Barnstable, Dukes and Nantucket which complement the health information found on MedlinePlus®. Brenda serves on the statewide Go Local Advisory Committee.

Strengthen Use of Data; Improve Internal And External Accountability

- Library staff has submitted additional library questions to the Institutional Research and Planning Committee for possible inclusion into the CCSSE survey. The library continues to participate in the annual MCCLPHEI data collection surveys. Greg Masterson was a panel member on a Teaching and Learning Conference session on
library assessment strategies. He also attended a NELINET training session on library assessment strategies applicable to regional accreditation standards.

- Librarians actively assist in preparing self-study documentation for accreditation visits, working closely with the departments. Brenda Collins prepared documentation and met with the accreditation team this year as the Medical Assisting program applied for its first accreditation. In preparing for accreditation of Dental Hygiene, Nursing, and Massage Therapy, Brenda Collins worked closely with faculty to prepare portions of the self study. The addition of seven new databases in the health sciences this year has strengthened the Library’s resources considerably.

- Responding to a Fire Science program review the Library staff evaluated and weeded the Fire Science book collection and also added online and remote access to the NFPA national codes.

- In anticipation of the Medical Assisting accreditation, the Library added the journal CMA Today, and the digitized database equivalent to the annually revised Current Procedural Terminology and International Classification of Diseases-9. In anticipation of the Dental Hygiene accreditation, the Library added access to the index/database CINAHLPlus, which offers dental, evidence based and systematic reviews subsets. The Library also added the periodical “Evidence Based Dentistry.”

- In addition to circulation statistics on use of the library collections by community members, data on the use of computers in the library by community members is being collected and analyzed.

- In anticipation of reaching a NEASC requirement for online programs, the Distance and Learning Technologies Department will initiate a review of all online course offerings and support services provided to students in online courses.

**Workforce Education Resource Center (Cotton Center for Real Estate Studies and Community Leadership Institute)**

**Focus and Strengthen Core Mission.**


**Fiscal and Enrollment Stability.**
• WERC director, with the staff associate Linda Houle evaluated CE Technologies proposal for the CONNECT group and recommended Cape Cod Community college be a partner. Decision made to wait for a year.

• WERC director with Cape Foundation, Computer for Seniors, Cape Cod Technology Council, Cape Cod On-Line, Joan Betnick Smith Foundation, and Cape and Islands United Way, participated in sessions to address the training needs of not for profits. WERC and the Cape Foundation surveyed not for profits using the surveymonkey.com. 79 agencies responded expressing a variety of training needs. E-mail is used to promote classes to non-profits who have shown an interest in specific training. WERC provided an excel file of courses to Cape Cod On-Line for import into their calendars.

• WERC staff included all the non-credit courses eligible for the 20% match from the Commonwealth. Nursing, dental hygiene, and Project forward included. Monies available from the 20% for workforce development will be $102,700.

• WERC and ACCCESS staff and institutional research wrote a DOE Workforce grant for training at Cape Cod Potato Chips. Grant requested training in math, ESOL and information technologies. Grant was not funded.

Strengthen Linkages to Employment Community, and Improve Workforce Development

• WERC served as facilitator for the Mid-Cape New Markets for Cape Cod Artists. Program developed by the Lower Cape CDC, and paid for with funding obtained by Arts Foundation from the Economic Development Council. 16 artists participated in the program. 14 of the artists are actively promoting their work. WERC director also served on the planning committee for Making Art Making a Living of the Arts Foundation of Cape Cod. These efforts support the Creative Economy of Cape Cod.

• WERC participated in the planning of the Cape Cod Chamber of Commerce BIZWIZ. Also participated in the in the Cape Business Connect and a planning session for Elder Hostels.

• WERC provided 60 hours of computer training to prepare age 55 and older individuals for jobs as customer service representatives in the insurance industry. The college hosted the training for the AMS insurance software. Training is funded by a grant obtained by WIB.

• WERC director served and assisted with initiatives in the allied health area, including most recently a session discussing the education and training in of health care. The WIB, CCTC, WERC and health care providers will be meeting to discuss possible training for employees dealing with informatics.

• WERC director and staff associate administered and then trained continuing education nursing staff support in inputting nursing continuing education programs, including RIGEC.
• WERC staff associate represents the college on the Barnstable County Regional Emergency Planning Committee and the subcommittee Education and Training. Committee members include the hospitals, NSTAR, Barnstable County Health, AmeriCorps, Cape Cod Transit, fire departments, FEMA and MEMA. Committee’s work is to plan for emergencies related to weather, terrorists, and pandemics. Committee contacts assist in developing appropriate OSHA courses.

• WERC provided facilitation to the “Success by 21” initiative of the WIB Youth Task Force. 150 service providers and interested citizens participated in a one-day planning initiative.

• WERC director continued as the college liaison to the Cape Cod Community College’s Community Leadership Institute. Class of 2006 had 24 participants. Participants were enrolled in the Jenzabar system so income could be used in the 20% match. WERC director facilitated the business session and planned graduation. Preliminary talks with the Gestalt International Study Center in Wellfleet concerning leadership training have begun.

• WERC/CCCC, Middlesex Community College, Northern Essex and Bunker Hill represented the Executive Office of Community College at Massachusetts Business Connect-Defense Workforce Project of the Executive Office of Economic Development. WERC visited Lockheed Martin-Sippican in Marion to bid on training on Contract Management. Other universities in attendance were Boston University, Northeastern University, Amass/Amherst, Amass/Dartmouth, Amass Donahue Institute, Wentworth Institute of Technology, and Worcester Polytechnic University. Participating Companies include: BAE Systems, Dynamics Research Corporation, Lockheed Martin Supplicant, Textron Systems, MITRE Corporation.

• WERC in cooperation with the Cape Cod Technology Council has explored developing a business plan for the implementation of the Virtual Marine Simulator. Virtual Marine Technology of Newfoundland looking for a US partner.

• Early childhood courses delivered under contract: two to Young Children First of Falmouth and one to Eastham Child Care Center. Courses targeted to child care providers. Additional courses scheduled for Martha’s Vineyard, but enrollment could not support delivery.

• WERC paid for the development of two hybrid courses, Dental Local Anesthesia and Dental Radiology. Local Anesthesia was a new course and the Dental Radiology moved from a telecourse to a hybrid.

• WERC director served as college liaison to the local NEG-Base Realignment Commission for the Cape Cod Air Base.

• WERC provided training to Hurricane Katrina evacuees.

• WERC developing assistant comptroller course which has hybrid materials paid for by donor.
• WERC director serves as the chair of the Town of Barnstable Economic Development Commission. BEDC completed the economic development portion of the comprehensive plan and the recent Growth Incentive Zone, GIZ, passed by the Cape Cod Commission.

• WERC director serves on the Board of Trustees of the Cape Cod Conservatory and nominating committee of Housing Assistance Corporation.

• The **Cotton Center for Real Estate Studies** was established with a gift from Jack and Ann Marie Cotton. The Cotton Center presented David Knox, international speaker in real estate sales for its inaugural event

**Improve Campus Communication and Marketing at Every Level**

• WERC director served on the marketing committee. WERC direction with College Communication Director requested information packets from several colleges and universities.

• WERC staff associate served on the Web Presence Committee and updates WERC’s website regularly to include full class schedule.

• WERC purchased monthly ads in the Barnstable Patriot.

• WERC networked with specific professional groups for whom we provide training—OHSA, ServSafe, Real Estate.

• WERC developed a PowerPoint presentation for use on the campus television stations and for use at trade shows.

**Strengthen use of data; improve internal and external accountability**

• WERC provided data for the 20% report which can be verified through Jenzabar queries.

• WERC staff associate has assisted Project Forward support staff in inputting courses.

• WERC staff associate has written a manual for inputting non-credit courses for OPS and AUG. Manual to include credit course input also.

• WERC staff has developed multiple queries to verify information inputted for class schedules. Queries will be used in other departments to help verify data.

• WERC staff associate has assisted several other departments in writing queries to mine data, in addition to developing topic specific mailing lists of students.

9/2006