2006-2007 Annual Report  
McNair Reserve – College Success Program  

Data Based Interactive Learning Disabilities  
Support Services Program  

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STUDENTS SERVED:

- 6 Students with Traumatic Brain Injury (Head Injury)
- 192 Students with Learning Disabilities and ADHD

Total 198 Students (as of May 21, 2007)

Each of the above students has acceptable documentation on file and has a College Individual Educational Plan (IEP) developed for them based on their previous diagnostic testing and high school IEPs. The College Ed Plan (IEP) reminds the student of the support services available to them and ensures that the accommodations recommended will be provided.

41 new incoming (Fall Semester 2007) students with documented LD and TBI have been interviewed (in most cases with their parents) and their IEP’s are being developed for use in the fall of 2007. Interviewing of new documented students continues throughout the summer months. The final count will not be known until September 5, 2007.

Priority CPT testing and registration for the above new students took place on May 10th and May 21st and will continue on Wednesdays throughout the summer.

The annual half-day College Success Program orientation for new students with LD took place on August 25, 2005 with 29 students attending. Joyce Chasson, Konar Oz and I presented the orientation. In addition to reviewing and visiting all resources available to them on campus, Konar Oz provided one hour of hands on computer instruction in our computer labs. Those students requiring more instruction signed up with Kathy Fulginiti for one on one instruction on the college computers and Microsoft Word. For the sixth year, the college success program/orientation was coordinated with the Coaches and Mentors Program and the Advantage Program. Thus a student enrolled in one of the other programs was able to attend both college success programs on the same day.

RECRUITMENT

During the College admissions process, the College sent out questionnaires to the home address of each newly admitted student. Those students that identified themselves as having a “documented learning disability” were sent a follow-up letter advising them to contact the Learning Disabilities Specialist. In addition, over the last few years, all high school guidance departments have been sent letters advising them of services and it was suggested that students with learning disabilities should apply early.
STUDENT SUPPORT GROUP

The Academic Support Team (formerly called the LD Support Group) met 14 times during the 2006-2007 school year. In addition to the support and therapeutic function of the group, they tackled the 17th annual presentation to high school students with learning disabilities on Thursday, November 3rd at the Studio Theater. There were approximately 75 individuals in attendance. Students were bused in from the following school districts: Dennis-Yarmouth, Falmouth, Wareham, Cape Cod Tech, Harwich, Sandwich, Mashpee, Plymouth and Barnstable. A variety of individuals from various towns also attended. Letters were sent to each high school in our area to promote early awareness of opportunities for students with LD, ADHD and TBI and to invite them to this program.

Attendance at the group meetings the year was higher than previous years. This is partly due to strong student leadership and interesting topics for discussion. The new student activity period has helped greatly to increase attendance at the meetings.

ONE COLLEGE CONCEPT

Wednesday evening office hours are provided for the convenience of students with learning disabilities who take evening classes. This has provided easier access to services for students in the evening program who are unable to make daytime appointments. This has also made it more convenient for parents who would like to attend the initial intake interview with their son or daughter. It is during this interview that the student’s IEP is developed. Also, it has increased personal contact with evening instructors, including providing them with some additional orientation to section 504 and ADA regulations and some review of effective teaching approaches.

STUDENT SATISFACTION SURVEY

On April 2, 2007 a Student Satisfaction Survey was mailed out to 198 students in the program. A copy of the survey with tabulated results is attached. Only 42 surveys were returned. The survey was intended to evaluate the effectiveness of major components of the program. On all seven questions, participants responded with a range of satisfaction from 93% to 100% that they were either satisfied or very satisfied with that component of service. (See attached survey for details.)

OF INTEREST

WORKSHOPS: In-service training for faculty and tutors is an essential part of the learning disabilities support program. During the first few days of classes, two formal workshops were held for all tutors on campus. Working with the Coaches and Mentors Program, I presented two workshops for students on how to improve your memory. In addition, I went into several developmental classes and explained how disability services work at the college level.
GOALS

1. To maintain an appropriate level of in-service training for faculty, staff and tutors and to continue to evaluate and improve the consistency and quality of the program.

2. Plan to present additional in-service training for faculty and staff. Disability 101 and 102 for new faculty.

3. Plan to contact all documented learning disability students that receive mid term warnings who are not working with Coaches and Mentors Program or Advantage program.

Respectfully submitted,

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