Cape Cod Community College

2007 Annual Report
McNair Reserve Disadvantaged Student Program:
Student Academic Support Program

Agustin Dorado, Dean of Learning Support Services

June 22, 2007

Cape Cod Community College (CCCC) received $18,900 in FY 2007 to fund the McNair Disadvantaged Student Program, referred to locally as the Student Academic Support Program. This is the same amount received in FY 2006 which reflected an increase of $5,900 over the FY 2004 award of $13,000. This is still far less than the FY 2003 award of $25,000, before the major budget cuts of FY2004. Agustin Dorado, Dean of Learning Support Services, is the administrator responsible for implementing this program. Two faculty members receive modified workloads to assist with the programs in the Math Lab and Writing Resource Center.

Program Narrative

The Student Academic Support program provides a comprehensive array of academic support services intended to increase the post-secondary retention of disadvantaged students at Cape Cod Community College. Due to major funding reductions in 2004, the target group was cut from 500 to approximately 250 students for FY 2005 and was increased back to 500 for FY 2007. Services include orientation, tutoring, skills workshops, and advising. McNair funds are used primarily to provide tutoring personnel and other academic support services.

Achievements

The Student Academic Support program has provided funding for professional tutoring services in the Tutoring Center and the Writing/Resource Center; for professional and peer tutoring services in the Math Lab. In FY 2007, 707 students received these services in the Tutoring Center; 529 received services in the Math Lab; and 323 received services in the Writing Center.

In Fall 2006, CCCC began offering free online tutoring support for all students but especially for those students taking online courses who are not frequently on campus. Students have access to eTutoring support through the Connecticut Distance Learning Consortium in Math, Writing, Accounting, Statistics, Life Sciences, and Research. During the 2006-2007 academic year, 96 CCCC students accessed the eTutoring for a total of 232 tutoring sessions. eTutoring is currently available to our summer students.

In August of 2006, the Tutoring Center and the Writing Resource Center were relocated into beautiful, side-by-side spaces in the first new building on the CCCC campus in 40 years, the Lyndon P. Lorusso Technology Center. The anecdotal student feedback for the Tutoring Center was positive after this move – students like the new surroundings and the more private tutoring provided by the new setup.

Continuing efforts to bring students to the Tutoring Center included the publishing of the first S.O.S. (Student On-campus Support, Student On-line Support) – A Tutoring Guide for Spring 2007. It included a course listing with the name(s) of the tutor(s) available for each course, a list of tutors with short biographical information on each, information about tutoring and eTutoring at
CCCC, and some entertaining cartoons. Faculty, staff and students found it very helpful; our next guide will be out Fall 2007.
Program Outcomes

1. This year a storm hit on the day of College Open House which kept attendance numbers much lower than expected. A total of 150 attended the College Open House in April, 2007. During Open House, students met with representatives of the Academic Support Program and of these, 52 completed cards indicating intentions to attend in Fall 2007. (Source: Lisa Fedy, CCCC Admissions)

2. Following the same format as the previous year, there were no official records of attendance at this past year’s two New Student Orientation programs. Close to 500 students attended the Fall 2006 New Student Orientation program and met with faculty advisors from their major. Approximately 225 students in the Spring 2007 took advantage of New Student Orientation programs and met with faculty advisors. (Source: Lori Crawley, CCCC Student Development.)

3. 30 College Bound students were informed about the availability of support services. Also, students from the Adult Learning Centers were informed about higher education opportunities.

4. In Spring 2007, 80% of students utilizing Learning Support Services in the Tutoring Center successfully completed the course in which they were receiving support. 74% of students registered in Fall 2006 that utilized the Tutoring Center returned in Spring 2007, compared to the College retention rate of 63% for this time period.

5. 83% of students utilizing Learning Support Services in the Tutoring Center maintained good academic standing for the term in which they received help and 86% maintained good academic standing for their CCCC career course work.

6. 100% of students with disabilities were given the opportunity to receive support services.

7. 958 students pre-registered for their Spring 2007 classes (comparable pre-registration data for Spring 2006 was 944 students; for Spring 2005 was 930 students).

8. 530 students pre-registered for their Fall 2007 classes (comparable data for Fall 2006 was 396; for 2005 was 579).

9. 707 students received tutoring center services in 2007 compared to 696 students in 2006 and 717 students in 2005. During this first year of eTutoring, 96 CCCC students accessed the online tutoring. These numbers do not include summer session tutoring.

10. In the 2006-2007 academic year, there were 2901 completed appointments in the Tutoring Center. This is an increase from the 2005-2006 academic year with 2461 completed appointments. This first year of eTutoring saw a total of 232 online tutoring sessions. These numbers do not include the 200-plus summer session tutoring appointments each summer. (Source: on-line appointment tracking program; not available before 2005-2006 academic year)

Over all, the Learning Support Services program has been effective in helping students succeed in College. Last year’s increase in funds from the previous two years of cuts was level funded this year so services were maintained at the higher level. The McNair funds are essential for the College to be able to provide these kinds of support services for students and the increase in funds this past two-year funding cycle made a positive difference in the services offered. Thank you.