CAPE COD COMMUNITY COLLEGE

January 2003

Fifth-Year Interim Report
Projection

Additional “Smart Classrooms” and technology upgrades will be required, and there will be continual professional development in this area. Funds already received from a private foundation will continue to encourage the creation of additional on-line courses.

Faculty Evaluation

Description

Both the Full-Time and Adjunct Faculty are part of a statewide union, which negotiates with the Board of Higher Education the methods of faculty evaluation. These contracts set forth a detailed evaluation process that includes a student evaluation, a classroom observation, the submission of course materials and for full-time faculty an evaluation of college service and student advising. This past year nine faculty members received merit bonuses of $2500 each for outstanding work. The contracts also delineate the process for reappointment, tenure, and change in rank. A formula, based on their previous experience and credentials, determines the starting salary for new faculty.

Appraisal

The process of evaluation, appointment, reappointment, tenure and change in rank are well defined, equitable and fairly administered. Administrators and faculty use these processes and collected data to support professional development for the faculty and staff at large, and to support improvement of skills where needed with individual faculty and professional staff.

Projection

A new contract is in the process of being negotiated. This is a time for both union and management to review and, if necessary, modify the evaluation, reappointment, tenure, and change-in-rank procedures. While campus presidents and vice-presidents are asked for input as these negotiations proceed, the shape of the resulting contractual provisions are largely outside of campus control.

Steady Six: Student Services

Through a program of regular and systematic evaluation, the institution determines whether the co-curricular goals and needs of the students are being met. Information obtained through this evaluation is used to revise these goals and improve their achievement.

Description

Since January 1998, Student Services has undergone many changes, first as a result of the 1999 reorganization aimed largely at integrating academic and student services into a single unit under the supervision of a one vice president to effect better coordination, communication and teamwork in meeting students' academic and support service needs. Two Assistant Deans were hired to provide supervision for two newly formed separate departments: Student Support Services and Advising and Counseling. As of June 15, 2002, largely under the pressure of reduced state funding and the loss of positions through a state early retirement incentive, those two departments were reorganized and renamed Enrollment Management & Student Development and Learning Support Services.
With restructuring came the relocation of Student Services offices to a more centralized space, an effort to provide easier access for students and better coordination between departments. Financial Aid, Registration and Admissions are now located together in the Administration Building. The Assessment Center is now next to the Advising & Counseling Center in the Grossman Commons Building. Both Assistant Deans' offices are located adjacent to their respective work areas.

The College regularly administers the Noel-Levitz Student Satisfaction Survey separately to day and evening students so that it is easy to compare the differences. Questions target the students' interest in and satisfaction with various offices around campus, such as Admissions, Financial Aid, Registration, Assessment, Orientation, Career Planning and Placement, Tutoring Services, Academic Advising, and Student Development. The survey results help the College focus on areas that need improvement.

Appraisal

Many improvements in Student Services have been made since the 1997 Self Study. The establishment of a drop-in advising option in the College's Advising and Counseling Center provided students with immediate access to a professional advisor in the event their permanent academic advisor was unavailable. In addition, many students are assigned to the Advising and Counseling as their permanent academic resource. Ongoing efforts to connect incoming students with their advisor during new student orientation and services to evening students have significantly increased. The Advising and Counseling Center is open to students (four nights per week), the Tutoring Center (two nights per week), and Transfer Counseling, Disability Services and Career Planning and Placement Office (one night per week). On Wednesdays, all Student Services offices, plus the Business Office and Life Fitness Center are open until 7:00 PM to meet the needs of evening students.

Results of the most recent Student Satisfaction Inventory indicate that the reorganization and relocation of offices has had some impact on improving services to students – particularly Financial Aid, Assessment, Orientation, Registration, Student Development, Academic Support and Career Planning and Placement. Advising, however, remains problematic. Students continue to indicate the least satisfaction with academic advising. With a new collective bargaining agreement which reduced faculty advising load from 25 to 18 students, the College has been striving to develop new mechanisms for providing improved advising, including assignment of faculty with released time to the Advising Center, assignment of advisees to non-teaching professional staff, and the creation of a new position, Director of Advising and Counseling.

Projection

The Director of Advising and Counseling will review, develop and implement a series of advisor training sessions to improve academic advising. One of the immediate needs is to train all advisors on the new Jenzabar integrated student information system that will provide advisors with additional tools, including a degree-audit option. Full implementation of the Jenzabar Advising Module will allow for more effective and accurate advising as well as provide advisors with additional options for maintaining contact with their advisees on a regular basis.

Advisor training on system-wide transfer and articulation options will be scheduled when the Board of Higher Education completes its study. Other training sessions with advisors will focus on updated advising trends and various committees are charged with examining the potential of
improving advising by revising institutional policies. The Advising and Counseling Office will also build a reserve of resources to share with advisors on best practices.

**STANDARD SEVEN: Library and Informational Resources**

The institution regularly and systematically evaluates the adequacy and utilization of its library, information resources, and services and uses the results of the data to improve and increase the effectiveness of these services.

**Description**

The Library Learning Resources and Academic Technology committees provide feedback to the Library, Distance and Learning Technologies, and Information Technology departments concerning adequacy and utilization of the library, information resources and services. The departments regularly collect data on numbers of users of services. The library regularly collects IPEDS (Integrated Post-Secondary Education Data System) data and compares reports with those of other community colleges in Massachusetts. The library staff also agrees on measurable objectives for the previous year based on an informal assessment of last year's achievements.

Librarians periodically meet with faculty to determine their interest in new book acquisitions and information services. The Distance and Learning Technologies, and the Information Technology departments collect user-satisfaction data at the conclusion of selected training workshops. The Instructional Technology Center asks each client to fill out a brief form that identifies whether he or she is satisfied with the service provided. The Library also requires the completion of brief student assignments that follow information skills instruction. Librarians correct the quizzes and determine whether students were able to successfully use the skills and information provided. College-wide satisfaction surveys include questions pertaining to the library and its services.

**Appraisal**

The library, information resources and services are heavily utilized and generally regarded as effective as demonstrated in user counts and College-wide satisfaction surveys. Library staff members regularly analyze these data sources to improve library services, and also work to devise better ways to measure the effectiveness of services provided. Alternatives being considered include pre- and post-tests for information skills instruction, regular faculty satisfaction surveys, and student focus groups. There is a strong commitment to outcomes assessment.

**Projection**

The staffs associated with the library, information resources and services will participate in the second phase of the College-wide outcomes assessment initiative. They will also continue to improve their planning and assessment activities so that their services will be heavily used and judged effective by their student, faculty and community users.

**STANDARD EIGHT: Physical Resources**

The institution undertakes physical resource planning which is linked to academic and student services and financial planning. It determines the adequacy of existing physical resources and identifies and plans the specified resolution of deferred maintenance needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning, and is consistent with the mission and purposes of the institution.