Office of Advising and Counseling

Retention Initiatives

An ongoing assessment of initiatives and outcomes intended to improve student retention at Cape Cod Community College

Spring, 2006
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Office of Advising and Counseling – Retention Initiatives

(Note: As we begin the Fall, 2006 Advising for Preregistration for Returning Students and the Assessment Advising for New Students, I wanted to share with you how your work may have contributed to an increase in the College-wide effort to improve student retention. This increase is due to the creative commitment all of you have provided to our students with good, effective advising. Other offices are also working to improve student retention. This report is a reflection of what we as a team in Advising and Counseling have worked together to put in place to improve student retention. Please review these initiatives and as we continue to work together, know that they do yield positive results in this important area.)

The Advising and Counseling staff has incorporated and recommended a wide variety of initiatives to improve student retention over the last few years. The current initiatives have helped contribute to a noticeable improvement in student retention as outlined below. One purpose of this report is to provide an ‘outcome assessment’ on the retention initiatives currently underway and how the outcome led to a recommendation for a follow-up action.

Fall to Spring Retention – Five Year Comparison

2004/2005 – 62.69%  2005/2006 – 63.03%

Spring to Fall Retention – Five Year Comparison


Existing and Recommended Advising and Counseling Retention Initiatives

1) Academic Advising Mission Statement
2) Increase Student and Faculty/Staff Awareness of the Drop-In Advising Center
3) Coordinate Mathematics Refresher Workshops
4) Measure Student Satisfaction with the Drop-In Advising Center
5) Success Rate of New Students Who Assessed/Registered in First Week of Classes
6) Graduation Status Letter to Students with 45+ Credits
7) Provide Online Access to Career Planning and Placement Information
8) Maintain and Develop Strong Transfer and Articulation Programs and Contacts
9) Maintain Consistency in Online and Hard Copy College Catalog
10) Advising Staff Meet with Faculty/Program Coordinators/Departments
11) Academic Advising ‘Tip of the Week’
12) Academic Advising Handbook
13) Inform Students of Their Assigned Advisor
14) Inform Students on Academic Probation of Support Services Available
15) Advising Newsletter – ‘Compass’
16) Navigation Guide
Advising and Counseling Retention Initiative are presented in the following format:

* Objective
* Method
* Timeline
* Outcome on Retention
* Recommendation

1) Academic Advising Mission Statement

- **Objective:** Define what advising is and what is expected from advisors.
- **Method:** Develop and distribute an Academic Advising Mission Statement. The Mission statement was distributed on the front cover of each Advisor’s Academic Advising handbook and is reviewed at all trainings.
- **Timeline:** Fall, 2005.
- **Outcome on Retention:** for the first time, all advisors became familiar with a specific definition of what an advisor does through the Mission Statement. The Mission Statement outlines the importance of advising “as much more than course selection. Students receive support on how to meet the many challenges of college life.” (Appendix A)
- **Recommendation:** Maintain visibility and awareness of the Academic Advising Mission Statement.

2) Increase Student and Faculty/Staff Awareness of the Drop-In Advising Center

- **Objective:** Expand student opportunity to meet with an academic advisor at their convenience.
- **Method:** Publicize and promote the resources available in the Drop-In Advising Center. Coordinate an “Advising Kick-off” campaign each semester informing campus of where and when advising is available in addition to their assigned advisor.
- **Timeline:** Fall, 2004 and Ongoing.
- **Outcome on Retention:** Visits to the Drop-In Center are recorded and tracked. For the calendar year 2005, 11,097 student visits were recorded. This figure does not include telephone calls or ‘quick’ answers by the front desk. Students are increasingly aware of an office that has the resources to address their academic concerns. (Appendix B)
- **Recommendation:** Continue the Advising Kick-Off campaign and continually evaluate and adjust to new methods of informing students of this service.
3) Coordinate Math Refresher Workshops

- **Objective:** Explore alternatives to enable students to brush-up on their algebra skills for better placement results on the College Placement Test.
- **Method:** The Advising Center noted the increasing frustration of students who required multiple developmental mathematics courses prior to being eligible for a college level mathematics course. A free, three-hour Math Refresher Workshop was designed to help students re-acquaint themselves with algebraic functions. The workshop was designed to ‘refresh’ the student’s knowledge and was developed with the support of the College Math Department.
- **Timeline:** Fall, 2004 and Ongoing
- **Outcome on Retention:** Ten Math Refresher Workshops were held. Notable results include: 81% of all students who re-tested after attending the Workshop raised their math placement by one or more levels and 72% of the students who took the assessment test prior to attending the Math Workshop tested into MAT010 or MAT020 while only 25% of the students tested into one of those two lowest levels after attending a workshop. Students participating in this workshop either 1) advanced one math level; 2) advanced more than one math level or 3) were more accepting of the results placing them in a developmental were more acceptable of the results placing them in a developmental math course. Refer to Appendix C for more detailed information.
- **Recommendation:** Continue to seek funding, coordinate and track the Math Refresher Workshops

4) Measure Student Satisfaction with the Drop-In Advising Center

- **Objective:** The most recent Noel-Levitz Survey indicated that student satisfaction with advising had a significant increase from the prior survey. Even so, advising was seen in some areas of not meeting the needs of students.
- **Method:** The Drop-In Advising Center requested that students complete a post card with four questions about the service they received and deposit it in a collection box outside of the Drop-In Center. (Appendix D)
- **Timeline:** Spring, 2005 Pre-Registration
- **Outcome on Retention:** 355 students responded to the survey. 97% reported that the Drop-In Advisor was helpful or very helpful and 93% reported that their overall satisfaction with the Advising Center was Very Good to Excellent. With good advising identified as a key element in retention efforts, students reported being satisfied with the Drop-In Advising Center.
- **Recommendation:** Continue to periodically survey Drop-In Center visits.
5) Success Rate of New Students who Assessed/Registered in First Week of Classes

- **Objective:** Evaluate the success rate of new students who assessed and registered for classes during the ‘Add Period’.
- **Method:** Track all new students who assessed and registered for classes.
- **Timeline:** Fall, 2005 – Ongoing
- **Outcome on Retention:** Out of the 69 new students in this category, 36% (25) withdrew from classes and did not complete the semester. Of the 64% (44) students who completed the semester, 27% (12) did not complete the semester and 45% (31) completed the semester with a GPA of 1.5 or higher. Of these 69 students, 46 students did not register for the next semester. The policy of allowing new students to assess and register after classes have begun has a high attrition rate. An examination of student schedules shows a widely diverse selection of courses they were eligible to enroll in with no particular pattern. The need for developmental courses for these students was no greater or no less than other students. The majority by far selected four courses and the need for full time status for health insurance may be a factor. (Appendix E)
- **Recommendation:** 1) Eliminate allowing new students to assess and enroll in classes once classes have begun. 2) Limit these students to no more than two courses.

6) Graduation Status Letter to Students with 45-Plus Credits

- **Objective:** Inform students who are approaching graduation of their remaining program requirements.
- **Method:** From a report of all students with 45 or more credits, a graduation audit is conducted. The results of this audit are forwarded to the student prior to pre-registration. The letter also outlines the benefits of completing their degree/certificate. Student list of those who receive this letter are compared to the list of those who complete their degree requirements. (Appendix F)
- **Timeline:** October and March – Ongoing
- **Outcome on Retention:** Students are made aware of their eligibility to graduate and/or the specific requirements remaining. Student response to this initiative has been positive. The letter provides the student with information on what is needed to graduate and why graduating is beneficial.
- **Recommendation:** Continue practice and compare letters sent to actual graduates.
7) Provide Online Access to Career Planning and Placement Information

- **Objective:** With only one professional assigned to this important area, design, activate and maintain a comprehensive online resource for students to access career and placement information.
- **Method:** Examine and select dependable resources to include in the online site and learn how to develop, design and maintain an online site.
- **Timeline:** Fall, 2004 – Ongoing
- **Outcome on Retention:** The online site provides students with easy access to current jobs, information on careers and their projected employability, career interest exercises, resume writing recommendations and a wealth of other valuable information and links. Students now have continual and current access to information on careers, career exploration, job search techniques, resume writing and other helpful resources to further expand their career choice.
- **Recommendation:** Continue to refine and maintain the online site.

8) Maintain and Develop Strong Transfer and Articulation Programs and Contacts

- **Objective:** With transfer a primary option of community college students, there is a critical need to be continuously aware of the latest transfer requirements.
- **Method:** Participate actively in the CONNECT group to improve transfer opportunities with Bridgewater State College, University of Massachusetts/Dartmouth, Bristol Community College and Massasoit Community College. Forward letters to students in Elementary Education and Education to learn more transfer and becoming a licensed teacher. Hosted a Nursing Fair to discuss options to students competing for acceptance into a nursing program. Participate and promote the Joint Admissions and Massachusetts Compact transfer programs.
- **Timeline:** – Ongoing
- **Outcome on Retention:** Students who seek advising on transferring are aware of which courses are transferable to their institution of choice.
- **Recommendation:** Actively participate in all appropriate transfer programs and maintain adequate resources to assist students interested in the transfer option.
9) Maintain Consistency in Online and Hard Copy College Catalog

- **Objective**: Online changes to the College Catalog will not match the hard copy of the catalog, creating discrepancies for students and advisors.
- **Method**: Recommend to OPS Committee of the need to develop a system that would keep both catalogs in synch and to insert new program requirements and/or courses at specific and uniform times to minimize misinformation.
- **Timeline**: Fall, 2005
- **Outcome on Retention**: The OPS Committee endorsed this request and forwarded it to the AUG Committee. Consistency in courses, programs and degree requirements greatly assist students in their awareness of exactly what is required.
- **Recommendation**: That the OPS Committee meet the requests of this recommendation as soon as possible.

10) Advising Staff Meet with Faculty/Program Coordinators/Departments

- **Objective**: The need to continually train and update faculty advisors on advising techniques and the need for the advising staff to continually receive updates on curriculum and program updates.
- **Method**: The Advising staff extends ongoing invitations to all faculty/program coordinators.
- **Timeline**: Fall, 2005 – Ongoing
- **Outcome on Retention**: Criminal Justice, Early Childhood Education and the Fine and performing Arts Department accepted the invitation. Faculty learned more about advising. Advisors learned more about those academic areas, requirements and the type of student who will succeed.
- **Recommendation**: Continue extending this open invitation.

11) Academic Advising ‘Tip of the Week’

- **Objective**: Provide reminders and suggestions to academic advisors throughout the semester.
- **Method**: Plan and email a message to college faculty and staff with pertinent messages about academic advising.
- **Timeline**: Fall, 2004 – Ongoing
- **Outcome on Retention**: Advisors throughout the College have an ongoing message regarding important academic advising issues. Current information, reminders and suggestions to improve advising are all tools.
- **Recommendation**: Continue distributing the ‘Academic Advising ‘Tip of the Week’.”
12) Academic Advising Handbook
- **Objective:** Develop a user-friendly Advisor Handbook that can be easily referenced and updated.
- **Method:** Advisors identified the areas of importance to an advisor including a technical reference and designed on a format that was easy to read and easy to insert updates.
- **Timeline:** Fall, 2005 – Ongoing
- **Outcome on Retention:** Faculty and other professional advisors commented positively on this new format. This new tool is a valuable asset to advisors when meeting with their advisees.
- **Recommendation:** Continue refining format and adjust as necessary.

13) Inform Students of Their Assigned Advisor
- **Objective:** During the confusion of classes beginning and orientation activities, informing the student of the importance of an academic advisor and who the student has been assigned is not very effective.
- **Method:** A letter is sent at the beginning of the semester informing the student who they have been assigned to and their office location. The letter also outlines what an advisor can assist the student with. (Appendix G)
- **Timeline:** Fall, 2004 – Ongoing
- **Outcome on Retention:** Students receive a letter that is specific to the importance of academic advising and who their assigned advisor is. Increased awareness of the student of this resource contributes to a positive collegiate experience.
- **Recommendation:** Continue practice as described above.

14) Inform Students on Academic Probation of Support Services Available
- **Objective:** Students placed on academic probation need intervention and information on how to best improve their academic standing.
- **Method:** Letters are sent to each student on academic probation. This letter strongly suggests that the student meet with their academic advisor and to take advantage of the variety of support services available. A flyer of those services is enclosed with the letter. (Appendix H)
- **Timeline:** Spring, 2005 – Ongoing
- **Outcome on Retention:** Students are reminded of the support services available that may assist them in improving their grades. (Appendix H)
- **Recommendation:** Continue practice and work to strengthen the need for students to meet with an academic advisor prior to registering for the subsequent semester.
15) Advising Newsletter – ‘Compass’
- **Objective:** Explore methods to inform students on the importance and availability of academic advising.
- **Method:** Design and publish an Advising Newsletter and mail it directly to students. The Newsletter (The Compass) would have important dates, feature a student, include articles about the campus and other important contact information.
- **Timeline:** Fall, 2005 – Ongoing
- **Outcome on Retention:** Students will receive this Newsletter on a regular basis making it likely they will find important information on how to manage their academic responsibilities.
- **Recommendation:** Continue publishing and mailing the Compass Advising Newsletter.

16) Navigation Guide
- **Objective:** Prepare an easy to follow inclusive guide for students upon their enrollment on courses. Some students require more documentation than others.
- **Method:** Prepare a ‘Navigation Guide’ for each category of student to specifically guide them through the enrollment process.
- **Timeline:** Fall, 2006
- **Outcome on Retention:** Providing this guide will decrease frustration for students during the enrollment process and it will contribute to timely registration and schedule choice.
- **Recommendation:** Evaluate the reaction and usefulness of the Navigation Guide, adjust as necessary and continue.

Recommended but Not Implemented

1) Explore, design and implement an Online Academic Advising option to meet the needs of the College’s unique geographical service area.
2) Clarification on how ESL Placement scores compare with ELN Placement scores for Prerequisites, Strengthen ESL advising understanding.
3) Assign New Faculty to Advising Center with release time during their first semester of employment.
4) College implements a more cohesive effort on educating and evaluating faculty advising as part of assigned workload.
5) Provide for a full time Administrative Assistant in the Drop-In Center to improve on consistency of information distribution.
6) Hire the second full time Advisor originally planned for.
7) College-wide decision on developing a Cooperative Education Work Experience program to further enhance student interest in their academic area.
Academic Advising at Cape Cod Community College is just one of the many ways in which students engage with faculty and staff on an individual basis. Advisors and Advisees work together to craft a unique, individual academic plan based on each student's strengths, weaknesses and goals.

Cape Cod Community College views the advising relationship as an ongoing conversation that transcends more than course selection and attempts to assist students as they explore the breadth of the curriculum available, the challenges of college life, and the preparation for life after college. This relationship also includes educating the student to take responsibility for learning how to set their academic, career and personal goals as well as the strategies for achieving them.

To be successful in meeting the goals of this Mission Statement, faculty and staff agree to be proactive in all respects of academic advising, utilize the technological resources available and stay current with College policies and curriculum.
## Appendix B

**ADVISING CENTER - STUDENT VISITS**

<table>
<thead>
<tr>
<th></th>
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<th>2006</th>
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<td>March</td>
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<td>April</td>
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<td>Nov</td>
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<tr>
<td>Dec</td>
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Total: 11,097
Appendix C

I am pleased to submit the final report on the Math Refresher Workshops held this past year. Based upon the results tabulated from all of the math workshops, it's clear that they were well-received and very successful. Specifically, the data demonstrated the following results:

1. Tests scores increased for almost every student who re-tested following the workshop.
   81% of all students who re-tested after attending a workshop raised their math placement by one or more levels.

2. Students who attended a workshop before taking their test for the first time placed in higher levels math classes that those students who took the test prior to attending a workshop.
   46% of the students who took the Math Assessment test for the first time after attending a workshop placed into college level math or MAT 040. Of the students that took the test prior to attending a workshop only 8% of those students tested into college math or MAT 040.

   The data for math placement levels of students testing into the two lowest levels of developmental math (MAT 010 and MAT 020) was even more striking.
   72% of the students that took the assessment test for the first time prior to attending a math workshop tested into MAT 010 or MAT 020 while only 25% of the students tested into one of these levels after attending a workshop.

As I stated in my initial progress report, Patti McCormick developed the curriculum and class materials for the workshops during the fall 2004 semester. Following the workshops last winter, Patti suggested that we make the class materials available to students prior to attending the workshop so they could review them ahead of time. In addition, we decided to make the handouts available to all students as a way to prepare for the Math Placement test even if they had not signed-up for a workshop. This has proven to be very helpful for students who could not attend a workshop or felt that they could study and prepare on their own. This left more seats open for those students who really needed to attend a workshop.

While we have no hard data to support this observation, it was clear that students coming to the Advising Center following their math assessment test appeared less frustrated in general about the results of their test scores this past year as compared with those from summer 2004. Certainly, some were still disappointed that they did not test better, but they did not seem to be as upset as they may have attended a workshop and/or knew the full impact of the test on their math placement level. It was our impression that the Math Refresher Workshops diffused some of the frustration that students felt about math because it offered them a viable option to score at their highest level. It is our belief that having students placed in the appropriate math level not only enhances their educational experience at 4C's but also increases student retention and persistence rates.

In closing, on behalf of Mary Olenick, Terri Huff and Patti McCormick, I would like to extend our sincere thanks and appreciation for your generous support of our grant proposal. Through
this grant we have been able to provide Math Refresher Workshops to approximately 234 students. In addition, your financial support allowed us to demonstrate the need and overwhelming success of these workshops. This provided the data we needed to gain full funding from the college to offer 30 Math Refresher Workshops over the next twelve months to accommodate all incoming 2006 applicants!!

On the following pages I have compiled information from my review of the data pertaining to each student’s test score(s) and their math placement levels based on the seven* workshops presented this past April – August.
number of students who attended a Math Refresher Workshop:

<table>
<thead>
<tr>
<th>Date of Test</th>
<th>Attendees</th>
<th>Group A</th>
<th>Group B</th>
<th>Did not test after attending Workshop**</th>
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<td>28</td>
<td>8</td>
<td>13</td>
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<tr>
<td>Total =</td>
<td>163</td>
<td>57</td>
<td>73</td>
<td>33</td>
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</table>

PA: students who took the math assessment test prior to the workshop and then re-tested after attending a workshop:

PB: students who took the math assessment test for the first time after attending a Math Refresher workshop.

comparisons for those students (Group A) who re-tested following the workshop:

AR = Arithmetic  EA = Elementary Algebra  CM = College Math

<table>
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<tr>
<th>1st Test Scores</th>
<th>Re-Test Scores</th>
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<td>MAT 030</td>
</tr>
<tr>
<td>Stephanie</td>
<td>52</td>
<td>55</td>
<td>MAT 030</td>
</tr>
<tr>
<td>Ryan</td>
<td>63</td>
<td>65</td>
<td>MAT 030</td>
</tr>
<tr>
<td>Tiffany</td>
<td>38</td>
<td>42</td>
<td>MAT 020</td>
</tr>
<tr>
<td>Francis</td>
<td>43</td>
<td>42</td>
<td>MAT 020</td>
</tr>
<tr>
<td>Delany</td>
<td>40</td>
<td>57</td>
<td>MAT 020</td>
</tr>
<tr>
<td>Jonathan</td>
<td>39</td>
<td>53</td>
<td>MAT 020</td>
</tr>
<tr>
<td>Austin</td>
<td>41</td>
<td>54</td>
<td>MAT 020</td>
</tr>
<tr>
<td>Tiffany</td>
<td>36</td>
<td>45</td>
<td>MAT 020</td>
</tr>
<tr>
<td>Scott</td>
<td>35</td>
<td>49</td>
<td>MAT 020</td>
</tr>
<tr>
<td>Chad</td>
<td>27</td>
<td>30</td>
<td>MAT 010</td>
</tr>
<tr>
<td>Courtney</td>
<td>27</td>
<td>30</td>
<td>MAT 010</td>
</tr>
<tr>
<td>Jessica</td>
<td>26</td>
<td>27</td>
<td>MAT 010</td>
</tr>
</tbody>
</table>

Comparison of initial math level placement between students who took the Math Assessment for the first time prior to attending a workshop vs. the math level placement of students who took the test for the first time after attending a workshop.

<table>
<thead>
<tr>
<th></th>
<th>College Math</th>
<th>MAT 040</th>
<th>MAT 030</th>
<th>MAT 020</th>
<th>MAT 010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Took Test prior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To workshop</td>
<td>1 student/2%</td>
<td>3 students/5%</td>
<td>16 students/28%</td>
<td>24 students/42%</td>
<td>12 students/18%</td>
</tr>
<tr>
<td>Took Test after</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>workshop</td>
<td>10 students/14%</td>
<td>21 students/29%</td>
<td>22 students/30%</td>
<td>12 students/16%</td>
<td>7 students/11%</td>
</tr>
</tbody>
</table>

Summary:

At the higher math levels, we found that 43% of the students who took the Math Assessment for the first time following a Math Refresher Workshop tested into MAT 040 or college math. While only 7% of students who took the Math Assessment before they attended a workshop tested into MAT 040 or college math.

At the lower math levels, we found that just 26% of the students tested into MAT 010 or MAT 020 if they took the Math Assessment for the first time following a Math Refresher Workshop. However, 63% of the students who took the Math Assessment before they attended a workshop tested into MAT 010 or MAT 020.

*due to the tremendous demand during the summer we added a seventh workshop which was funded by the college, beyond the six final workshops funded through the grant.

** We did not contact those students that attended a workshop but opted not to take the placement test. For some it appears that they either did not attend college may have had transfer credit evaluated that waived them out of the test or decided not to take a course with a math prerequisite.
Appendix D

Summary of Student Evaluation Cards
Spring 2006 Pre-Registration

Total number of Evaluation Cards completed to date: 355

**Question 1:** How long did you have to wait to meet with an advisor today?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>183</td>
<td>52%</td>
<td>No Wait</td>
</tr>
<tr>
<td>107</td>
<td>31%</td>
<td>5 - 10 Minutes</td>
</tr>
<tr>
<td>37</td>
<td>10%</td>
<td>10 - 15 Minutes</td>
</tr>
<tr>
<td>28</td>
<td>7%</td>
<td>More than 15 minutes</td>
</tr>
</tbody>
</table>

**Question 2:** How helpful was the advisor you met with today?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>307</td>
<td>86%</td>
<td>Very helpful</td>
</tr>
<tr>
<td>39</td>
<td>11%</td>
<td>Helpful</td>
</tr>
<tr>
<td>7</td>
<td>2%</td>
<td>Somewhat helpful</td>
</tr>
<tr>
<td>2</td>
<td>1%</td>
<td>Not helpful</td>
</tr>
</tbody>
</table>

**Question 3:** Do you have an assigned faculty advisor?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td>39%</td>
<td>Yes</td>
</tr>
<tr>
<td>205</td>
<td>58%</td>
<td>No</td>
</tr>
<tr>
<td>11</td>
<td>3%</td>
<td>(left the question blank)</td>
</tr>
</tbody>
</table>

**Question 4:** Please rate your overall satisfaction with the Advising Center.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Percentage</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>251</td>
<td>70%</td>
<td>Excellent</td>
</tr>
<tr>
<td>81</td>
<td>23%</td>
<td>Very Good</td>
</tr>
<tr>
<td>21</td>
<td>6%</td>
<td>Good</td>
</tr>
<tr>
<td>1</td>
<td>.3%</td>
<td>Fair</td>
</tr>
<tr>
<td>1</td>
<td>.3%</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Written Comments:**
- "Much better than ever before"
- "Met with the Director, he is awesome"
- "Susan Landry was more than helpful!! Thank you"
- "Yes, but I've never met my assigned advisor"
- "This Advising Center is great but lack of classes in my major"
- "Thank you"
- Response to question 3: "Yes, but I've never met my assigned advisor"
- "Thank you"
- "She was awesome"
- "Thank you Ms. Frisbie"
- "Excellent very helpful"
Appendix E

Retention of New Students who Assess/Register after Classes have Started
Summary Report - January 2006

There has been some concern in the Advising Center that new students who take the Assessment Test and Register after classes have begun may not have a high completion rate. In addition, students that do complete may not earn satisfactory grades. These concerns are based on the fact that students have missed class time and due to their late start may be the least prepared students.

69 new students took their assessment test and registered for classes the week classes started (9/6 - 9/9)

13 students dropped their classes or never registered prior to September 12th (last day to drop)
4 additional students were dropped for non-payment
2 more students dropped the end of September
5 more students dropped by the end of October
1 more student dropped in November prior to Last day to drop

25 students (36%) withdrew from classes and did not complete the semester

3 of these students registered for spring 2006 classes
22 of these students did not register for spring 2006 classes

44 students (64%) completed the semester

31 students (45%) successfully completed the semester with a GPA of 1.50 or higher

17 of these students registered for Spring 2006 classes
14 of these students did not register for Spring 2006 classes

12 students (27%) did not successfully complete the semester (9 students had a 0.00 GPA)

3 of these students registered for Spring 2006 classes
9 of these students did not register for Spring 2006 classes
1 student received a grade of (I) and did not register for spring 2006

31 students (45%) successfully completed the semester (finished courses with GPA > 1.50)
38 students (55%) did not successfully complete the semester (withdrew or earned GPA < 1.50)

Only 23 students (33%) registered for the spring semester.
Appendix F

Dear, February, 2006

The Advising and Counseling Office recently conducted a review of those students who have completed or appear to be getting close to completing their degree. It appears upon an initial review that you are very close to graduating and need the following course(s) to complete your degree.

- Successfully complete courses currently enrolled in
  - English 102

If you have transferred to another college and have taken a course that meets these requirement(s), consider having that course transferred back to Cape Cod Community College. (You will not lose any credit at your current institution if you do so). I have also enclosed a “Declaration of Intent to Graduate Form” which I encourage you to complete when you have met the requirement(s) outlined above and return it to my attention and I will forward it to the appropriate Office.

I want to make you aware of the many advantages of completing your Associates Degree even if you plan to transfer to another college/university. These include the following:

- Studies show that students who complete their Associates Degree and transfer are academically better prepared to complete their Bachelor’s degree.
- The Joint Admissions Program available to community college students guarantees admission to Massachusetts’s public colleges and universities provided they graduate from an approved academic program with a minimum grade point average of 2.5 (Sometimes to very competitive majors). Students interested in this opportunity should make an appointment to see Mary Olenick in the Advising Office.
- All A.A. degrees at Cape Cod Community College guarantee a minimum of 60 credits in transfer through the Massachusetts Transfer Compact.
- Financial benefit. Community Colleges offers college credit for the lowest cost by far. You can easily save thousands of dollars in educational costs by completing your first two years at Cape Cod Community College.

Please accept my congratulations on completing your Associate’s Degree. Please disregard this letter if you have already applied to graduate or have graduated. If you have any questions regarding this letter, please call the Advising Office at 508-362-2131 #4318.

Sincerely,

Rick Nastri, Ed.D
Director of Advising and Counseling
Appendix G

Dear Student: September, 2005

We are pleased to provide you with an academic advisor to assist you while attending Cape Cod Community College. In most cases, your advisor will be from the area of study you are currently interested in. Your academic advisor could be a member of our full time faculty, from our trained professional staff or the Advising Center.

Academic advisors are a valuable resource for students and they should be consulted whenever one or more of the following is needed:

• forming academic goals and career objectives
• establishing an overall plan for a program of study
• understanding and meeting degree requirements, requirements for specific academic programs, distribution requirements and general education requirements
• understanding academic regulations and procedures
• maintaining progress toward completion of the degree
• identifying supportive campus services
• responding to academic difficulties

YOUR ADVISOR AND CONTACT INFORMATION

You should meet with your advisor when you are in need of one or more of the areas mentioned above. It is strongly recommended that as a minimum, you should meet with your advisor when you are ready to select your courses for the upcoming semester (preregistration). Faculty Advisors will have their available hours posted on their office door. If you have been assigned to the Advising Center, you may drop-in anytime to meet with an advisor. The Advising Center is open Monday-Friday from 8:30-4:30 or by appointment, Monday-Thursday from 5:00-8:00.

• Faculty advisors will have their available hours posted on their office door.
• The Advising Center is located on the second floor of the Grossman Commons Building (C203). Students assigned to the Advising Center are seen on a drop-in basis during the day (M-F 8:30-4:30) or by appointment in the evening (M-Th 5:00-8:00).
• If your assigned faculty advisor is unavailable, you are always welcome to come to the Advising Center located on the second floor of the Grossman Commons Building (C203).
• The Advising Center’s telephone number is 508-362-2131 #4318.

This is your education and we encourage you to take full responsibility in ‘managing’ your academic experience. We hope you will meet with your advisor and utilize all of our support services available to you.
Appendix H

January, 2006

Dear Student;

It has brought to our attention that you have been placed on Academic Probation for the Spring, 2006 semester. Please refer to the College catalog to understand your options as a student on academic probation. The purpose of this letter is to outline several resources the College has in place that may assist you this coming semester.

First, you are encouraged to either meet with your academic Advisor or stop by the Advising Center. By having an Advisor review your academic history and current situation, a variety of options and recommendations will be explored.

Second, please review the variety of Support Services specifically implemented by the College to academically assist our students. Whether it is utilizing the Math Lab, Writing Center or meeting with a tutor, these services have a proven track record in strengthening our student’s academic skills. These services are also free! A flyer outlining these services is available in the Tutoring Center or the Advising Center.

We value your choice of Cape Cod Community College and remain committed to doing whatever we can to make your stay here positive and rewarding. Please take advantage of these resources as soon as possible.

The Advising Center is located in the Upper Commons. Hours are Monday-Thursday 8:30-4:30 and no appointments are necessary. Evening hours are also available Monday-Thursday from 5:00-8:00. Appointments for evenings are necessary and can be made by calling 508-362-2131 #4318.

Sincerely,

Rick Nastri, Ed.D.
Director of Advising and Counseling