This area has continued to see major organization and staffing changes throughout the 2003/04 academic year. The change in personnel at the administrator level in January 2004 resulted in a process of familiarization, assessment and implementing change that is on-going. The anticipation is that as the new academic year begins in September things will settle down to where the Associate Dean can focus on more carefully managing the division. Several assignments have not allowed this to date, including: several search committees, being interim Dean of Arts & Sciences, and coordinating office assignments for the many new staff. Still, the report will show success of the division and of the initiatives that are under way.

**Academic Support Services**

Staffing continued to be problematic for this area. In addition to the continued insufficient staffing from the previous academic year, in January 2004 there was a change in the administrator and the early retirement of the long-time secretarial support staff for this area.

- **Tutoring Center** – Approximately 655 students received individualized tutoring services in Academic Year 2003/04. Both the administration and operations of the Tutoring Center were directly affected by the staffing changes in the Academic Support Services area. The secretarial support position was evaluated and revised to include both the coordination of the Tutoring Center and administrative support for the Assoc. Dean of Learning Support Services. This position was not filled until April, 2004. These staffing issues resulted in poor tutor scheduling and not being able to fulfill students’ tutoring needs in a timely fashion. Additionally, the peer tutoring program suffered from a lack of communications between the responsible faculty and the Tutoring Center staff. This resulted in little oversight of peer tutor performance in the center during the Spring 2004 semester. Looking forward, the coordinator is working toward an automated on-line appointment process that would: 1) provide students access/support 24/7 and 2) provide accurate data for reporting and better decision-making. The coordinator has joined an international tutoring center certification organization (College Reading and Learning Assoc. - CRLA) and is working toward the certification of the tutoring center and updating the tutoring handbook using their materials. The peer tutoring program is being evaluated by the Assoc. Dean of Learning Support Services.

- **Math Learning Center** – Approximately 700 students visited the Math Lab during the Academic Year compared to 812 in the prior year. However, in Spring 2004, 1913 appointments were recorded which is 100 more than last spring and continues the growth pattern previously reported. Using a random sampling, of 50 students out of 347 who received tutoring in the Math Lab during the Spring 2004 session, 78% completed their course with a P, R, or C- or better. Peer tutors continue to supplement the paid staff.

- **Writing Center** – Approximately 750 students utilized the Writing Center in academic year 2003/04 compared to 618 in 2002/03.
Academic Advising and Counseling

This has been a most challenging year with the initiation of Jenzabar into our way of working as well as with the inordinate number of staff out for one reason or another. By way of review, the office functioned this past year with the absence of five due to medical leaves and a retirement. To compensate for these absences, part-time staffing was increased to meet the ever-increasing demand on the Advising Center. A newsletter and an email distribution were used to assist in communicating with the large number of part-timers.

The implementation of Jenzabar since the “go-live” date last August has been both a rewarding and occasionally frustrating experience. Our involvement continues in the Advising Module, in the Administrator Users Group (AUG), and on the Jenzabar Publicity Committee. This year we also budgeted funds to upgrade the physical appearance of the Advising Center (which has already begun) and we acquired the responsibility for the two telephone lines in Spanish and Portuguese.

Members of our staff attended the NACADA Northeast Conference in Burlington, Vermont and meetings on “Connect” among UMD, Bridgewater and CCCC. NACADA holds a Northeast conference once per year. It is a good conference for networking and discussing new or emerging trends. There are workshops that relate to community college-non-residential advising which, as one can imagine, are a lot fewer. CCCC and the Advising Center have benefited from this by staying current with what other colleges are doing given our limited resources. Please know that most other colleges overwhelm us in terms of personnel, budget and other resources like physical plant (concept of a one stop center). Efforts to be more proactive is one practice picked up from NACADA and has resulted in: 1) follow-up letter to those students who were here but not yet registered, 2) the mid-term and probation letter, 3) the planned student focus groups to explore peer advising and student satisfaction with advising, and 4) the effort this fall to encourage students who have a certain amount of credits to come in for a grad audit BEFORE the spring semester starts. We hope these interventions will improve both our retention and graduation rates. Another point of interest is the development of an Advising Mission Statement; this will be the topic of discussion at Professional Day Fall 2004. It will help clarify what “advising” here at CCCC means. Finally, NACADA stresses the need to find ways to keep the responsibility of faculty to advise on the front burner. Several suggestions have been made on this front and will continue to be so.

In coordination with the Registrar, letters to students who received a mid-term warning or who are placed on academic probation were initiated. Also, letters were sent to 1,574 students who were here last spring and who had not yet registered for the Fall 2004. As of this date, 319 students responded to the reminder. We will continue to monitor until after the first week of classes.

- **Transfer Counseling** – The Transfer Counselor worked with approximately 550 students. A more in-depth Transfer Booklet was developed. Two transfer fairs were held on campus. In addition, 151 students signed up for Joint Admissions in the Fall 2003 semester, 34 more than last year. Joint Admissions information is now entered into Jenzabar and reports to state colleges and universities are created through Infomaker.

- **Career Planning and Placement** – A total of 25 workshops were held on topics including Career Decision Making, Myers Bringsgs Type Indicator, Resume and Cover letter Writing and Job Search Strategies and Interviewing. Ten of the 25 were by faculty invitation in the classroom. In addition to the workshops, from June through December 2003, 275 students were met with individually about career and advising issues. Fourteen employers were booked to
recruit at the Connector Hallway table throughout the fall semester with over 75 students connecting with employers in this manner. Job announcements were received or pulled from a variety of sources and posted either on the job board or Career Planning and Placement section of the CCCC web site.

O’Neill Center for Disability Services

167 students in the Fall 2003 and 186 students in the Spring 2004 received services through the O’Neill Center for a variety of disabilities. Once again the number of students with a psychiatric disability increased from 16 in 2001, to 34 in 2002, 49 in Fall 2003, and 57 in Spring 2004. The O’Neill Center provided assessment and development of Individualized Support Services Plans, and assessment and training in adaptive technology. In addition to the coordination of services, taping/reading – interpreter – notetaker – information/referral, we implement testing accommodations. Beyond the disability awareness outreach and training, we authorize and distribute handicapped parking placards.

This past spring, the Center coordinated the Universal Design Teaching Model presentation at the Spring 2004 Professional Day. There were five mini grants awarded from the nine applications received requesting funds for applicable projects. Additionally, the Universal Design concept has been integrated into Fall 2004 classes. There will be a report on the impact of Universal Design on the involved classes in Spring 2005.

This past year, the adaptive computer lab served 83 students in the fall 2003 and 64 students in the spring 2004; 547 fall 2003 and 503 spring 2004 appointments for computers were made.

Learning Disabilities Support Services Program

Dr. Richard Sommers provided services to 179 students with documented learning disabilities, helping them succeed in college. He strives 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.

- Each student has an Individualized Educational Plan (IEP).
- 32 new incoming (Fall Semester 2004) students with documented LD and TBI have been interviewed and IEP’s are being developed. Interviewing continues through summer and the final count will not be known until September 1, 2004.
- Wednesday evening hours has provided easier access to services for students and their families unable to attend daytime appointments. It has also increased personal contact with evening instructors, providing them with some additional orientation to section 504 and ADA regulations and effective teaching approaches.

Coaches and Mentors Program

For 2003-2004, the College received $211,517 in funding from the Perkins Allocation Grant, and of this, approximately $133, 000 funded Coaches & Mentors. The Coaches & Mentors program provides career students with highly individualized support through one-on-one tutoring, study skills instruction, learning
styles inventories, skills-building workshops, academic advising, career counseling, job search strategies, and job placement assistance. The program served approximately 181 students last year. To be eligible, students must be enrolled in an Associate in Science Career & Technical Program or certificate. Program slots are reserved for special population students first (students with disabilities, students with limited English proficiency, single parents, economically disadvantaged), but essentially any career student feeling the need for extra support is eligible to participate. Part-time staff includes a Career Specialist and three tutors who also serve as advisors to students in the program. In addition, over the last four years Coaches & Mentors has been the designated support program for students in the Diploma Plus Program.

The Director of the program is also the special populations coordinator, closely monitoring the success of each participant and serving as an advocate if problems arise. The Career Specialist assists students to clarify realistic career goals and helps students approaching graduation get ready for the job market. In addition to a strong tutoring component (552 appointments last year), there is now a strong emphasis on advising. Each Coaches & Mentors participant is assigned to a permanent Coaches & Mentors academic advisor (unless previously assigned to a program-specific faculty member). Coaches & Mentors staff members are required to follow an eight-step advising retention model, checking up with each advisee at selected intervals during the year to monitor each student’s success. 119 students received advising through Coaches & Mentors last year, and the most recent outcomes are compiled below.

<table>
<thead>
<tr>
<th># F03 advisees</th>
<th># registered for S2004</th>
<th># graduated</th>
<th>Positive Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>119</td>
<td>101</td>
<td>3</td>
<td>87%</td>
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Other Perkins Funded-Projects
In addition to Coaches & Mentors, Perkins funds other projects. Student success and retention drive the use of Perkins funds.

- **Academic Advisor for Career & Technical programs**
  126 students served; 77% returned for spring 2004 semester

- **4 Perkins-funded tutors worked in Tutoring Center (math, IT, health, ESL)**
  388 student appointments total

- **Supplemental Instructor for Nursing** (supplemented with NUCLI Grant)
  33 group SI sessions held; 658 nursing students attended (compilation of workshop rosters)

- **ITC Manager** (also partially funded with library funds)
  170 visits; 99 appointments, 28 courses enhanced with technology

**Perkins Professional Development**
- August 16-19 Teaching & Learning Institute
- 10 full and part-time faculty take Microsoft Certification Exams for Microsoft Academy
- 4 career & technical faculty receive state of the art training

**Other**
- Introduction to Business Learning Community – 2 stipends paid
- Massage therapy curriculum developed
TRIO – Advantage – Student Support Services Program

In June 2001, CCCC received TRIO award funding for four years. In June 2003, the college was confirmed an award of $254,289 for two academic years, September 1, 2003 and September 1, 2004. A cohort of 150 students participated in the ADVANTAGE Program.

- The program purchased 4 laptop computers with the 2002 Supplemental Technology grant.
- Also for the spring 2004 academic year, the program provided $24,229 Grant Aid Supplement to Pell eligible students.
- The program purchased Inspiration software to help students to better organize their academic and personal life and to develop critical thinking (per College Professional Development Day).
- Finally, in March, 2004, the college hired a new ADVANTAGE director, Sylvia Jimison. The new director’s focus has been on renewing the program, getting to know the staff, and writing the proposal for further funding.

Tech Prep

The Tech Prep program provides free support to students entering post-secondary education remediation. This year, 18 students participated in “High School Survey of Math” offered at CCCC, 45 students received one-on-one coaching at their schools, and Tech Prep students enrolled in EB101. In addition to small group sessions with Tech Prep staff, the following services were provided for a special population of students:

- Partnered with the volunteer center of Cape Cod (CapeCorp) prior to the Youth Expo last Spring. Tech Prep collaborated with the Cape & Islands Youth Council in the production and distribution of the “Alternative Education Guide, ’03 ’04.”
- Due to the award of the National Science Foundation funding (NSF) to expand academic and career knowledge, consortium high schools participated in specialized campus visits focused on environmental technology professions and fields. Tech Prep was able to defray the tuition costs for eligible students and strengthen the partnership between the Workforce Investment board and Tech Prep.

Tech Prep provided professional development for Site Coordinators and instructors. The MA Tech Prep Site Coordinator handbook was used as an informational tool for new site coordinators and veterans to update their TP knowledge. Site Coordinators attended the Tech Prep Fall 03 “Pathways to Excellence” conference. The Program received an extension of the PLATO license to provide concentrated remediation through the Tutoring Center at the College. Of note, one of the Tech Prep instructors was given the opportunity to analyze the components of the “Pathways to Success” pilot and make recommendations for further use in the “High School Survey of Math” courses planned for FY 05.

Tech Prep provides support and information seminars for parents/guardians and family members. There is ongoing program development with new programs added this year in Allied Health, Environmental Tech, Entrepreneurship, and Early Childhood Ed.
Cape Cod, Martha’s Vineyard & Nantucket School To Careers Partnership

Connecting Activities Grant - School To Careers Operating Budget from DOE

- Eight school districts continued to implement School To Careers initiatives in their districts serving over 650 students in work based learning placements with more than 496 employers in our community.
- Professional Development activities included two Barnstable High School Teacher externship placements with Cape Cod Healthcare doing a monthly exploratory of math and science applications in the work environment to increase knowledge to be related in classroom lessons and new curriculum development. The teacher externs will impact a minimum of 175 student learners in the 2004-2005 school year.
- Internships are on the rise with the economy improving and more employers able to host students as a result. For every Connecting Activity grant dollar spent in our area, in order to re-apply for annual funding, we must be able to demonstrate a two-dollar private sector match. As shown in the chart below, with an operating budget of approximately $125,000 annually, our Partnership leverages a 10-12:1 match every year!

<table>
<thead>
<tr>
<th>CONNECTING ACTIVITIES</th>
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<tbody>
<tr>
<td>CAPE &amp; ISLANDS SCHOOL TO CAREERS PARTNERSHIP</td>
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<tr>
<td>LEVERAGED PRIVATE SECTOR WAGE COMMITMENTS</td>
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<tr>
<td>COMPARISON 2002 - 2004</td>
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<tr>
<td>TOTAL WAGES</td>
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<td>-------------</td>
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<td>TOTAL WAGES</td>
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Diploma Plus Program

Since 2004, the financial support and community partners for this program has grown from $25,000 to an estimated $140,000 to support student needs on campus such as tutoring, cost of classes, text books and appropriate staffing. A college-based alternative model that began as a pilot is tripling the numbers of students served and partnering with five new secondary schools to support “at-risk” youth from seven school districts in earning their high school diploma.

- Resource commitments have been obtained through the Commonwealth Corporation of Boston, participating school districts, Barnstable County and possibly the Economic Development Council. An exciting year ahead working to transition underachieving students towards academic success in the college setting.
- Coren Peacock has been selected to make a presentation on Diploma Plus at The College Board Conference this fall: Two Year College Showcase of Best Practices and Innovation on October 22, 2004 as well as awaiting a response from a LAANE presentation for November.

ARTWORKS: The School To Careers Art Internship Program for talented juniors and seniors.

A successful reception was held May 20, 2004 with over 375 students, artists, family members, teachers and community attending to celebrate the accomplishments of this program. This year we were able to include a mentors’ exhibit in the Polhemus/ Savory gallery at the Cape Museum of Fine Arts. The student
show was featured in the Fleet/ Hunter gallery. The Museum wants to establish the mentors show as a yearly event. Mass Art, Savannah College of Art, Syracuse University, Alfred, Rhode Island School of Design are a few of the colleges theses students will be attending. Three students were hired by their mentors.

Cape Cod College Bound Program

Cape Cod college Bound is a program designed to offer low-income eighth graders from the Dennis-Yarmouth Regional School System an opportunity to learn about the benefits of attending college and the goals that they need to set in high school in order to be a college candidate. Students are selected based on their family income, parent’s educational status and personal potential.

- The program serves 30 students each school year, 15 from each of the two Dennis-Yarmouth middle schools. During the school year, students meet once a week with college bound staff to discuss topics such as personal goals, study skills, career options, the college application process and course selections for high school. Students also participate in several field trips during the school year to various colleges and cultural events.
- College Bound also offers a summer program that provides classes in math, science, language arts and computer science. The summer program meets three days a week for the month of July and serves approximately 25 students.