

ANNUAL REPORT

Report date: June 1, 2006 – May 31 2007 (summer, fall and spring)

I Center Highlights

- Web Site Excellence Award: First Place, 2006. Learning Support Centers in Higher Education (LSCHE) and National College Learning Center Association (NCLCA).
- Career/Transfer Coordinator position filled by Erica Brown in November 2006
- Campus Compact Grant: NHCTC – Adult Education Partnership
- New Testing Center in CAPS (former QTR1).

II Students (quantitative and qualitative)

A. Center Usage (Accutrack Report)

Service	No. Visitors (duplicated)	No. Hours
Alternative Classroom Testing	374	763
Staff Member Appointments	678	1155
Assessment	943	2105
Assistive Technology	30	154
Class Use	71	66
Computer Lab	1074	5091
Group Advising	404	751
PLATO	130	485
Math Center	79	352
Writing Center	120	149
Study Groups	68	169
Tutoring by Appt.	150	417
Self Study	470	1604
Special Accommodations	42	2290
Support Groups	36	359
Workshops	154	193
Totals	4825	16,113
Distinct Student Count	1900	

B. STUDENT GROUPS

- *Students with disabilities*
 - 200 students were served, providing 5 books on tape, 2,308 hours of ergonomic chair use, 1,464 hours of note-taking, 363.5 hours of counseling, 159.5 hours of accommodated testing, 100 hours of assistive technology training (detailed below), and 67.5 hours of consulting with faculty, staff, and tutors.
- *ESL Students*
- *International Students*
- *Transfer Students*
 - An estimated 100 students and 30 colleges attended a Transfer Fair in January 2007..
 - Granite State College and Southern New Hampshire University both scheduled regular visits to NHCTC. Because of reorganization, GSC no longer has regularly scheduled visits.

- Burt Reynolds from SNHU holds open question and answer sessions once a month in CAPS.
- 147 students were served for a total of 142 contact hours.
- Stratham – Durham Connection students: NHHEAF grant to support this program was awarded and will begin June 1, 2007.
- *Project Success:*
 - A Carl C. Perkins federal grant program supporting academic success of single parents, displaced homemakers, and pregnant college students.
 - Demographics: Accepted in Project Success for Fall 06: 30 Single Parents (26 females, 4 males) with one indicating she was also a Displaced Homemaker. 26 completed the semester. In Spring 2007, 22 returned to PS from Fall06 semester and 5 new students were added for a total of 27 members, 2 of whom were also considered Displaced Homemakers.
 - Support Group Hours: Members participated in weekly 1-hr long support groups and an initial 3 hour orientation was held prior to the beginning of the school year. Fall 06 total support group hours were 220; Spring 07 totals were 157 for a yearly total of 377. (There were no support groups held during summer months.) Many hours were also spent advising/counseling one-to-one with the Director & local agencies around the especially challenging barriers of child custody battles and extreme financial hardships.
 - Book and Tuition Awards: Book awards to Project Success members for the academic year totaled \$14,698. with Summer 06 = \$904., Fall 06 = \$9,033., and Spring 07 = \$4,76. Tuition Grant awards for the academic year totaled \$3,200.
 - Academic Performance: Of the 26 students finishing the Fall semester with Project Success, 96% received a cumulative grade point average of 2.0 or above; 48% received a 3.0 or above. The average semester GPA (grade point average) was 2.81. Of the 24 completing the Fall semester, 100% received a CGPA of 2.0 or above; 43% received a 3.0 or above with the average being 2.97. The semester GPA average was 2.74. 8 Project Success students graduated in May 2007 in either degree or certificate programs or both.

Non-traditional enrollments

C. TUTORING TUTOR TRAINING and HELP DESK

- *Tutoring:*
 - The tutoring program consists of professional, peer and volunteer tutors who deliver services through drop-in Math and Writing Centers, one-to-one appointments, small group tutoring and study group facilitation, mostly on the Stratham campus.
 - Approximately 427 students made 1,027 visits to CAPS for a total of 1,088 hours of tutoring assistance in a variety of classes, including 6 developmental ones, many 100 level courses and some upper level math and sciences. There was also assistance with study skills, test taking, math workshop, nursing exam prep workshops, and ESL writing skills development. These break down as follows:

Tutoring	Su 06 6/1-8/31	Fa06 9/1-12/31	Sp07 1/1-5/31	06-07 Totals
Category	#stu #visits #hrs	#stu #visits #hrs	#stu #visits #hrs	Stu Vis Hr
1 to 1 apt.	11 43 75	81 153 169	62 143 173	154 339 417
Math Center	9 66 63	40 158 200	35 102 89	84 326 352
Writing Center	10 24 19	62 101 79	49 84 52	121 209 150
Study Groups	14 26 38	24 67 78	30 60 53	68 153 169
Semester Totals	44 159 195	207 479 526	176 389 367	427 1027 1088

- Courses tutored: Heavy traffic areas = Math, Biology (especially Anatomy & Physiology), Computer Technologies, English courses, & preNLN exam prep. Other areas covered were:

- Information Systems Technology, General Biology, Microbiology, Chemistry, Physics, Accounting, Nursing, Economics, Medical Terminology, Psychology, Ethics, Spanish, ESL, and Study Skills/Organization.
 - Tutor staffing: 3 professional tutors and 13 peer tutors were supported by Perkins Grant, College funding, and Work Study. The Math and Writing Centers are staffed by a faculty member each semester through a short-term college contract, usually for 3 or 4 hours/wk. These hours were augmented by another faculty volunteer in each center each semester, bringing the weekly drop-in hours to 6 hrs for the Writing Center and 7 hrs. for the Math Center. Budget allocated was: \$5,960 Perkins & \$12,240 College. More was approved to the college portion in the Spring 07.
 - Tutor Training: A 10 hour tutor training program was conducted by the Tutor Coordinator each semester and was completed by 9 new tutors. 5 students also earned the CRLA (College Reading and Learning Association) tutor certification in May 2007 by completing their 10 hr. training plus 25 or more hours of tutoring
- Help Desk:

D. INTERVENTIONS

Semester	Total Referrals	Subject Areas	# to Complete	% to Complete	# to Pass	% to Pass
Fall 2003	32	10	25	78%	20	62%
Spring 2003	19	5	13	68%	10	53%
Fall 2004	38	11	32	84%	29	76%
Spring 2004	12	5	10	83%	10	83%
Fall 2005	14	9	10	71%	10	71%
Spring 2005	12	5	10	83%	8	67%
Fall 2006	15	8	15	100%	11	73%
Spring 2007	17	8	12	71%	5	29%

E. WORKSHOPS

- Job Search (Erica)
- Workplace Skills for Students with Disabilities (Erica)
- Resume writing (Erica)
- Test Anxiety (Erica)
- Pre-NLN prep" (Carol)
- Group Work" (Carol)
- Money Management" (Carol)
- A+ Test Prep: Notes to Knowledge" (Carol)
- Relaxation Techniques, Job Interview Day, (Carol)
- Show up and Keep Up (Sarah)
- Note Taking (Jon)
- Factoring (Scott)

Technology Workshops (Megan, Rob and Gayle):

- #of Students: 66 # of Hours: 93 # of Workshops: 12
 - File Mania
 - Using the Internet
 - Microsoft Office
 - Basic Computer Skills
 - Windows Basics
 - Photoshop
 - Inspiration
 - Blackboard
 - Assistive Technology

III Center Technology

A. EQUIPMENT UPGRADES

- All old CRT monitors have been replaced with flat panel LCD monitors.
- Obsolete towers were replaced with upgraded towers; this includes the Accutrack sign in machine and the smartboard podium machine.
- Replaced old second island printer with newer printer.
- Staff desktop computers were upgraded, specifically Gayle and Diana.
- All Staff laptops had their RAM increased.

B. SOFTWARE

- The intranet version of VARK was installed and implemented on the CAPS server.
- The Active Desktop was created and launched, allowing students to access important websites quickly from any lab machine.

C. MAJOR PROJECTS

- Quiet Room 1 was renovated into a 7 person testing room. Each computer station is separated with cubicles and equipped with a computer with LCD monitor, mouse, keyboard and headphones. All machines are networked to a printer also located in the room, making the room self sufficient.
- CAPS Director was outfitted with a laptop docking station.

***Assistive Technology Training** (to include training & independent use for students with documented disabilities) Kurzweil Scan & Read, Zoomtext, Inspiration, Dragon, Disability Computer Station, CCTV & portable devices: (Training by Megan, Appointments though Sharon, Technical Support of Rob/IT):

- # of Students: 19 # of Hours: 143.5

IV Staff

A. PROFESSIONAL DEVELOPMENT

- Sarah Bedingfield:
 - ACCUPLACER New Platform Training, MCC, December, 2006
 - NACADA Summer Institute, Portsmouth, VA, June, 2006
 - NCLCA Annual Conference, Harrisburg, PA, October 2006
 - LAANE Regional Conference, Nashua, NH, November 2006
 - "Learning and the Brain", Cambridge, MA, April 2006
 - NACADA Advising Webinar Series, Spring 2007
- Sharon Cronin
 - NH Transition Conference, Concord, NH, June, 2006
 - NCLCA Annual Conference, Harrisburg, PA, October 2006

- NH Transition Summit, Concord, NH, October, 2006
- NEASC Self Study Workshop, Marlborough, MA, October, 2006
- SNHU Transition to Employment Conference, Manchester, NH, November, 2006
- NEASC Annual Meeting/Conference, Boston, MA, December, 2006
- NACADA Advising Webinar Series, Spring, 2007
- Erica Brown
 - NACADA Advising Webinar Series, Spring 2007
 - Council on Adult Basic Education National Conference Philadelphia, PA, March 2007 (workforce development strand)
 - LAANE Regional Conference “Brain-Based Learning: Teaching for the Future,” Stratham, NH, May 2007
- Carol Despres
 - NCLCA Annual Conference, Harrisburg, PA Oct 4-7, 06
 - New England Literacy Conference: Effective Transitions in Adult Ed, Nov 06
 - NACADA Webinar Series: Academic Advising as Teaching
 - LAANE: Brain Based Learning: Teaching for the Future, NHCTC, May 07

B. COMMITTEES/ADVISORY BOARDS

- Sarah Bedingfield
 - Academic Leadership Team
 - Academic Policy
 - NEASC Steering Committee
 - Enrollment Management Task Force
 - Orientation Planning Board (chair)
 - Advising Council (chair)
 - CAPS Advisory Board (chair)
 - NACADA Webinar Advisory Board
 - MaTHSC Grant Committee: System Initiative
 - UNH Connection Steering Team
- Sharon Cronin
 - CAPS Advisory Board
 - Equity Committee (chair)
 - NEASC Steering Committee (chair)
 - Orientation Planning Board
 - Safety Committee
 - Advising Council
 - System Disability Coordinators Committee
 - Transition Resource Network Advisory Council
- Erica Brown
 - Orientation Planning Board
 - UNH Connection Program Steering Committee
 - CAPS Advisory Board
 - USNH and NHCTC Transfer Officers Group
 - Online Writing Lab development with Carol Despres
 - Carol Despres
 - Curriculum Committee
 - CAPS Advisory Board
 - Advising Council

- Opening Session Committee
- System Single Parent Coordinators Committee
- Search Committee for CAPS, Fall 06
- Search Committee for ARC, Spring 07

C. PRESENTATIONS

- Sarah Bedingfield:
 - Seacoast Educational Services “Follow the Child”, March, 2007
 - Annual NCLCA Conference “The Keystone of Higher Education”, October, 2006
 - Learning Center Presentation, Salt Lake CC, Utah, December, 2006
- Sharon Cronin
 - NH Transition Conference, June, 2006
 - In-house trainings Equity, Students with Disabilities, and NEASC, August and January, 2006
 - Annual NCLCA Conference “The Keystone of Higher Education”, October, 2006
 - Seacoast Educational Services “Follow the Child”, March, 2007
- Erica Brown
 - Transfer Fair, January 2007
 - Career Day, April 2007
 - UNH Connection Program Reception, June 2007
- Carol Despres
 - Annual NCLCA Conference “The Keystone of Higher Education”, October, 2006

D. PUBLICATIONS

- Sarah Bedingfield.
 - “Identifying and Sharing Best Practices in Math Remediation for Entering Students in the New Hampshire Community Technical Education System” in Making the Transition from High School to College, May 2007 grant publication.
 - Fall 2006 Tassel newsletter
 - “NHCTC Advising Program Development: Part I” , Spring 2007 Tassel Newsletter
- Sharon Cronin
 - “Transition to Employment” in Spring, 2007 TASSEL newsletter
- Erica Brown
 - “What’s in Your Portfolio?” in Spring, 2007 TASSEL newsletter
- Carol Despres
 - Article for CAPS newsletter, The Tassel: “What Inquiring Minds Want to Know...” Student/Faculty FAQ’s re: CAPS Tutoring, Spring 07

E. AWARDS AND RECOGNITION

- Web Site Excellence Award: First Place, 2006. Learning Support Centers in Higher Education (LSCHE) and National College Learning Center Association (NCLCA).
 - Directed by Sarah and Designed By Megan

V PARTNERSHIPS ON AND OFF CAMPUS

- Sarah Bedingfield
 - Campus Compact Grant Partnership: Exeter Adult Education and Dover Adult Learning Center; providing college success course and college readiness experiences.
 - Portsmouth Alternative Secondary School (PASS): students from PASS enrolled in on-site college success course taught by PASS instructor.
- Sharon Cronin

- Informal partnerships with various high schools for dual enrollment of students with disabilities
- Coordination of services with TRiO/SSS
- Erica Brown
 - Marshwood Adult and Community Education, South Berwick, ME
 - Coordination of services with TRiO/SSS
- Carol Despres
 - TRIO – coordination for Career Interview Skills Day and various workshops
 - ARC & Admissions: Student Registration Process Flow Chart
 - English & Math Dept. re: Writing & Math Centers

VI PARTICIPATION IN COLLEGE WIDE PROJECTS

- Sarah Bedingfield
 - NEASC Steering Team and Standards 6 and 10
- Sharon Cronin
 - NEASC Steering Committee Chair
- Carol Despres
 - NEASC Subcommittee for Student Services Standards 6 & 10

VII SPECIAL EVENTS

- LAANE Regional Conference sponsored by NHCTC (CAPS Dept): “Brain-Based Learning: Teaching for the Future, May 17, 2007. (Coordinator: Sarah)
- Co-chair: Career Interview Skills Day and Job Fair, April 2007 (Coordinator: Carol)

VIII TEST CENTER AGREEMENTS

For the 2006-2007 academic year, students from the following institutions were provided with “proctored testing”: National Marine Electronics Association, Association for financial Counseling, Planning & Education (AFCPE), Southern Maine Community College, Weber State University, and Central Texas College.

IX ADVISORY BOARD

The CAPS advisory board met on: June 7, 2006, November 15, 2006 and April 18, 2007. Minutes are posted on the CAPS website: <http://www.stratham.nhctc.edu/caps/>

X EVALUATION/FEEDBACK (discuss results and will add summary sheet to appendix)

Project Success:

Surveys were conducted both Fall and Spring semesters regarding the support group: The results are listed below.

- All members but one rated the support group personally very helpful or helpful
- All members but one rated the support group academically very helpful or helpful
- All members but one said the group has become a real support to each other
- Workshop topics members wanted:
 - Handling pre-school aged children
 - Motivation for school/other tasks
 - Financial Management
 - Parenting & Discipline
 - Time Management
- Changes members would like in PS:
 - More online resources

- More online interaction
- Purchase of summer books by grant
- Planned Activities during group times

**** Note:** The next 5-year reauthorization of the Perkins Grant has been recently passed by Congress. There are some major changes in program eligibility and for which classes books can be purchased for members. This will probably result in a reduction in the size of the membership as well as creating a need for better marketing of it's availability to eligible members.

Tutor Program Feedback:

- A survey was conducted at the end of the year via the Survey Monkey online site. It should be noted that the Tutor Program was part of an overall survey about all of CAPS services. It was marketed to all students but the completion results were disappointing in that 80% of the students returning them said they had not used the Tutoring Services. The results are as follows:
 - Math Center quality: 10% rated excellent; 20% rated it good; 70% said “ Not Applicable”
 - Writing Center quality: 25% rated Excellent; 17 % as good, 58% as “not applicable”
 - One-to-One tutoring: 9% rated Excellent; 18% as good; 73% as “not applicable”
 - Study Group: 9% Excellent; 91% as “not applicable”
 - Impact tutoring had on your academic success this year?: 38% Helped a great deal; 25% helped somewhat; 38% no impact.
 - Overall quality of CAPS tutoring services? 43% Excellent; 29% Good; 14% Fair
- Note: We will change the process next year to make sure all students using the tutoring services are surveyed each semester so that their input is gathered before the next semester and ensuing results reflect the many students taking advantage of the services.

CAPS Services Feedback: Faculty

	Excellent	Good	Fair	Not Sure
Scope of Services	66.7%	22.2%		11.1%
Quality of Services	55.6%	33.3%		11.1%
Level of Support to Students in Academic difficulty	55.6%	33.3%		11.1%
Responsiveness to Faculty requests	75 %	12.5%		12.5%
Communication around student needs/progress	55.6%	27.8%	5.6%	

On a scale of 1 to 10 (10 being the highest), how would you rate the value of CAPS to the college?

10: 66.7%

9: 16.7%

8: 5.6%

CAPS Services Feedback: Students

Program	Overall Quality			
	Excellent	Good	Fair	NA
Tutoring Services	42.9%	28.6%	14.3%	14.3%
Disability Services	5.6%	5.6%		88.9%
Career/Transfer Services	42.9%	28%	14.3%	14.3%
ESOL/International Services	33.3%	33.3%		33.3%
CAPS Open Lab	64.4%	17.8%	4.4%	13.3%