



Inspiring every day.

Helping Underprepared Students Succeed

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Students who enter college academically underprepared are at an obvious disadvantage. MCC is a nationally-recognized leader in delivering innovative and accelerated developmental support to help ensure their success. The combination of closing academic gaps and providing ready learners with college experience is a powerful approach to supporting our students' achievements in college.

New Programs Shorten Time in Developmental Ed



Research shows that the longer the pathway to completion, the less likely students are to graduate. Armed with that knowledge, MCC has redesigned its developmental education program – creating one that integrates support while providing greater flexibility in course delivery and shorter program completion time.

MCC's three-semester developmental writing program is now a two-semester Integrated Reading and Writing program with embedded studio lab engagement activities. The writing program is supported by

learning assistants who also support students in the newly developed Center for Academic Reading.

One academic year since the redesigns, student retention has risen 8.4 percent.

“This approach shortens student completion time by 33 percent,” says Kate Smith, MCC’s dean, Academic Foundations. “More significantly, however, the redesign addresses the well-documented issue that students reading below college level aren’t going to succeed in college-level courses.”

MCC also redesigned its developmental math courses to offer students the option of taking “flexible-paced” courses. Students are now able to develop and demonstrate math competencies through a new

During the 2013-14 academic year, 2,863 students utilized MCC’s one-on-one, walk-in and small group tutorials. Eighty-five percent of those students successfully completed their courses in good academic standing.

Funded through a Title III grant, MCC’s Center for Academic Reading provides students with:

- Free individual and small group tutoring
- Access to computers and printers for course assignments
- Resources that support Transitional Studies’ redesigned integrated reading and writing courses
- A productive environment in which students can work on reading related assignments from all disciplines

modularized curriculum that allows them to progress at their own pace.

According to Smith, “Students engaged in the Integrated Reading and Writing program and the Flexible-Paced math courses have shown notable results in achievement and retention.”

Partnerships Align High School, College Standards

In November 2012, MCC’s “Bridging the Transition” symposium welcomed over 250 educators and administrators from secondary, two-year and four-year institutions. Using this event as a catalyst, attendees developed a think tank to better understand students’

academic gaps and collaborate on solid solutions to close them.

As a result, MCC is now actively engaged with five local high schools on college readiness programs: East High School, East Irondequoit High School, Monroe High School,

Rush Henrietta High School and World of Inquiry School.

The goal of these partnerships is to develop ties between college and high school professionals that enable them to become partners in aligning high school graduation standards and college entrance standards to prepare students for post-secondary success.



Monroe Community College

STATE UNIVERSITY OF NEW YORK

MCC Retirees Return to Help Students Succeed



MCC student Sandra Rogers, a native of Liberia, began taking MCC courses a few years ago without declaring a major. Rogers eventually decided to pursue a nursing career. That decision was a monumental one. “I suddenly knew why I was here,” she said.

Rogers also knew she would have to conquer math and chemistry. That’s when she signed up for tutoring through MCC’s “Retirees: Advocates for Education” program and began to work with Professor Emeritus John Cullen.

After retiring in 2006, Professor Cullen returned to a part of his career he’d always loved: helping students learn. These days, he spends two days a week tutoring in chemistry and lower level math courses. “The students are eager,” he said. “Their enthusiasm makes the experience rewarding—rewarding and fun.”

Last year, 13 MCC retirees turned college volunteers helped more than 100 students from 23 different programs. They proctored tests for students with disabilities, coached non-native English speaking students in conversation and led one-on-one and small group tutoring sessions.

During the last academic year, MCC students benefited from 356 one-on-one and small group tutoring sessions offered by MCC retiree volunteers who participate in the Advocates for Education program.

“I wouldn’t have passed chemistry without Professor Cullen’s help,” said Rogers. “I have a lot of responsibilities outside of school. It’s hard. But I have more confidence now. I’m a different person—a more determined one.”

Support Services Promote Student Success

MCC’s academic support services include a number of well-defined strategies that promote student success. Learning centers, mastery labs, counseling, advising and a dedicated cross-cultural counselor give underprepared students the diverse resources they need to succeed.

Staff members do far more than help students understand academic

concepts. As experts in engaging students, these professionals address personal, social and financial barriers as well. “Students go from not knowing how to stay in school to seeing themselves as academicians,” said Patricia Kennedy, MCC’s academic support services director.

“Encouraging students to engage in peer-led study groups, MCC’s annual Scholars Day program and



college-wide writing contests, builds confidence and allows them to discover their individual potential,” said Kennedy. “Their stories – their journeys inspire us every day.”

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