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Supported Transitions

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More than 40 percent of students who start at MCC are academically unprepared and considered “at risk” of not completing their educational goals. In some cases, students who recently graduated from high school, or who returned to college later in life, find they need to build their reading, writing and math skills before taking courses towards a degree or certificate. MCC’s educational process begins with a knowledge assessment so that students receive the academic and transitional support they need to succeed.

Daughter’s Academic Success Inspires Father to Attend MCC

After applying to MCC in 2013, Chanel Haygood (pictured right with her father, Brian) took the college’s standard assessment test (ACCUPLACER). The test helped her identify the skills she needed to build to succeed in college. “I was not prepared,” Chanel says. “In high school, we didn’t learn as much as we should have, especially in math.”

Transitional studies courses, along with tutoring support, helped Chanel build her confidence as well as her skills. Last fall, she completed her transitional studies and began taking courses with the goal of becoming a social worker. She credits her MCC professors and tutors for encouraging her to stay in school.



“I just learn differently,” says Chanel. “I connected with my tutors.”

The support Chanel received and her academic success inspired her father, Brian, to enroll at MCC. “I hadn’t been to school in 30 years,” says Brian who

balances working in the hospitality industry with part-time studies. Brian is also benefitting from transitional studies courses. “What is helping most is my English course. It’s a great foundation,” he says.

Brian plans to earn his degree and work in human services, specifically with Rochester youth. He encourages his fellow students to not get discouraged. “If I based [my experience] on a placement test, I would’ve missed out on an opportunity,” says Brian. “I was surprised at how many doors were open to us.”

Support, Counseling Make a Difference



As a counselor in MCC’s Academic Support Services Department, Jean Parker (pictured above, at left) guides students, especially underprepared students, towards discovering their unique abilities and interests. She also helps identify and remove barriers that hold students back.

“We have resilient people at MCC, students who are suffering from trauma caused by poverty, violence and hunger,” says Jean who has advised and counseled MCC students for nearly 25 years. “A lot of our students are so tightly scheduled, working and picking up kids, they don’t have time to connect. Some are worried about getting to school the next day. Most want a way out of poverty,” she says.

Jean notes how many first-generation college students need to learn how to navigate college, including a better understanding of grades and how they affect financial aid. “The key to our role as counselors is being kind and respectful, especially of different cultural nuances,” she says.

Student Support Services at a Glance

Student Support Services is a federally funded TRIO program that helps students from disadvantaged backgrounds achieve academic success. It targets students in transitional studies, students with disabilities, and those in the English for Speakers of Other Languages program to improve academic achievement. Highlights from 2014-2015 include:

- 301 students served; most were low-income, first-generation college students
- 78% graduated or are continuing their education
- 56% of graduates successfully transferred to four-year institutions

In 2014-2015, 90 percent of the students who received student support services were in good academic standing.



Monroe Community College

STATE UNIVERSITY OF NEW YORK

Edison Tech to MCC to Clarkson



When Jermell Jackson '14 (pictured at left) was getting ready to graduate from Edison Career and Technology High School, he had his sights on

attending the University of Rochester to study biochemistry. "When I didn't get the full ride I was hoping for, I looked at community colleges," he says.

Jermell did well in high school. When he began taking classes at MCC as a part-time student while working, he realized he wasn't as prepared for college-level work as he originally

thought. "It was really different," he says. "I hadn't expected the time commitment of being a college student versus a high school student. For every class hour, you need to put in two to three hours," he says.

Born in Trinidad and raised in Rochester, Jermell took transitional studies classes in English during his first year to improve his speaking skills. Jermell's former advisor, Assistant Professor of Engineering Science Bert Gamory, gave him honest feedback about the opportunities that would come only from hard work. He told him about MCC's Collegiate Science and Technology Entry Program (CSTEP) and Engineering Leadership Council (a student organization).

"I felt I needed to surround myself with mentors and role models. ... CSTEP & ELC were a good place to start."

Jermell transferred as a junior to Clarkson University. In December 2015, he came back to MCC to serve as a tutor in MCC's Natural Science Education Center, helping current students be successful. Today, Jermell is in his last semester at Clarkson. Soon he will earn a bachelor's degree in mechanical engineering and begin his career.

"If I had started at a university, I would've been going in circles," Jermell says. "The support there is not the same as MCC. I can't imagine what I would've been doing."

EOP Institute Builds Reading Skills

Students who participated in MCC's first Educational Opportunity Program (EOP) Summer Institute, prior to the fall 2015 semester, demonstrated a marked improvement in their reading skills. The four-week institute provided full-time MCC students who are academically and economically disadvantaged with a tailored introduction to college learning, designed to increase their chances of academic success and degree completion.

Kevin Alvarado and Nina Nguyen (pictured above right) feel fortunate to be among 100 EOP students at MCC. "Not a lot of people get this opportunity," says Kevin. "MCC makes



you interested in studying. The summer institute starts you off with three credits. The EOP really surprised me."

Thanks to state funding, the EOP makes higher education possible for students who have potential to succeed, despite poor preparation and limited financial resources. Ninety percent of summer institute participants are taking classes this spring.

Social and Economic Indicators of MCC Students

(based on fall 2015 enrollment)

- 41%** are low income
- 41%** are at academic risk at entry
- 19%** have children
- 12%** are single parents

In 2015, 2,000 students applied for 100 seats in MCC's Educational Opportunity Program.

Contact MCC

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