As the academic year draws to a close and we prepare for various end of the year events and celebrations, I am reminded of why Community Colleges exist. Community Colleges provide all people the greatest access to postsecondary study based on open admission; location and affordable tuition and fees. At Westchester Community College (WCC), the typical student manages work, children, parents, economic challenges, and various other social constructs. As such, these students face barriers that can prevent them from obtaining their goals. Our mission is to help them achieve their goal; whether that goal is to graduate with a Certificate or Associates degree; enter into immediate employment; experience cultural enrichment; or just take a few courses to sample college before making a commitment. Some students arrive having no idea what to expect, how to navigate higher education processes; how to learn; or manage their time or behavior. It becomes our reality to help them by educating the whole student: teaching them how to learn; setting high expectations and helping them to achieve their goals.

Community Colleges enroll 50% of all African American students and 66% of the Latino students in higher education. More specifically, the demographics at WCC are 21% African American and 33% Latino. In addition, WCC possesses the distinction of being a Hispanic Serving Institution (HSI). With this diversity comes a myriad of opportunities which could increase our eligibility for various grants, connect-us to the community at large, and make us a true gateway to an improved quality of life, and economic status.

This academic update provides insight into the many projects ongoing in Academic Affairs to help our students cross the finish line. In addition, it will feature committees on campus and their work to raise our graduation rate of 11%, increase transfer rates, examine reverse transfer opportunities,
provide you with information about the budget of Academic Affairs, grants, partnerships, and other initiatives impacting Academic Affairs.

I hope you enjoy reading this first update as an effort to communicate and learn about your colleagues. If you are looking for a summer read, consider *Fear Factor* by Rebecca D. Cox, *How students and professors misunderstand one another*, Harvard Press. Please submit your comments, submissions, and accomplishments to Administrative Assistant, Marilyn Thomas, J.D.

On a personal note, I thank you for the many invitations, well-wishes, support, and collegiate experience. Although, it has only been a couple of months, I have spent time hiring new faculty, preparing and developing systems for Middle States and academic operational support, submitting new programs, policies, participating in negotiations, attending events, and making budget adjustments on your behalf. Additionally, I have had the pure pleasure of meeting over 300 people relative to the listening tour, committee meetings, and trips to Albany. I really want to meet your needs and strive to help our students understand college is a worthwhile investment that pays multiple dividends.

Special thanks to Marilyn J. Thomas for formatting, Patrick Hennessey for editing, and to all Faculty and Staff, who have contributed to the *Academic Communicator*.

**ACADEMIC RECOGNITION CEREMONY**  
**By: Danielle DiGrazia, Assistant Dean**  
On May 8th the campus will gather at 12:30 p.m. in the Hankin Academic Arts Theatre to celebrate the accomplishments of high-achieving students at Westchester Community College. There are 60 students being presented with awards for their academic accomplishments and demonstrated leadership in their curriculums or programs. In addition, 455 students with cumulative GPAs of 3.5 or higher who graduated in either August or December of 2014, or anticipated graduates May of 2015, will be celebrated.

**FALL 2015 PROGRAM REVISIONS COMPLETE**  
It takes a community! Thanks to all of the Curriculum Chairs and Deans who have worked hard to revise all curricula for Fall 2015. We have made great strides in aligning with the SUNY General Education requirements, seamless transfer pathways, and reducing total credits in degrees; all of these efforts, ultimately lead to greater student success at Westchester Community College. This was truly a collaborative effort across divisions. Special thanks to Danielle DiGrazia (Assistant Dean of Academic Affairs), Amy Mozingo (Applications Support Specialist, Academic Affairs), Craig Fischer (Publications Manager, College Relations), and Rafael Rodriguez (EOP, Student Development and Support Services).

**SUMMER SESSION**  
Registration for Summer 2015 is ongoing and the course schedule is available for viewing on MyWCC. Instructions on how to register may be found on the Registrar’s webpage. Students are encouraged to register now to get ahead and save their seats! There are 4 sessions in the summer to choose from, with start dates of May 26, June 29, and August 3.

**Unit of Mathematics, Computer, Engineering and Physical Sciences & Technologies**  
**By: Dr. Ted Nygreen, Associate Dean**  
Although not widely publicized, the Physical Sciences department maintains a half-dozen display cases in the Science Building, showing a variety of scientific information of which students can catch a glimpse. The display cases are interesting enough to captivate some passers-by. "So interesting that I have studied some displays for so long that I was late for a meeting," said Associate Dean Ted Nygreen. "They are miniature museums. One Earth Sciences display
is "Rocks Found at Different Plate Boundaries," located outside of SCI 102. It was created originally by our "Rock Star" students.

The Yonkers School District approached the College in the Fall of 2013 to partner with them in a P-TECH program in Architecture at Saunders High School. P-TECH is the Pathways in Technology Early College High School program which prepares students for high-skills jobs of the future in technology, manufacturing, healthcare and finance.

The P-TECH program permits students at Saunders to earn up to 30 college credits while in high school. The grant, approved by New York State with WCC as the College partner, also required an industry partner, and an architectural firm in Yonkers was selected as participants. This year is a planning year, with the first courses to be offered Fall 2015. Dr. John Collins, the Engineering Technology department chair, is currently coordinating the program of study, and will soon appoint a coordinator at the College. With the successful initiation of the first P-TECH program, the Yonkers School District requested that WCC work with Riverside High School to create a new P-TECH program in Electrical Technology; planning for that program has just begun. Stay tuned for future updates.

Learning Resources, Library, Media and Instructional Technology and Online Education
By: Pamela Pollard, Associate Dean

Extended hours in ASC
The Academic Support Center (LIB G-31), the Science Tutorial (SCI 219), and the Writing Tutorial (LIB G-13) will be open for tutoring in ESL, Math, Reading & Study Skills, Science, and Writing on Saturdays 5/2, and 5/9, 10:00 a.m. – 5:00 p.m.

Write Night
The Writing Tutorial (LIB G-13) at Westchester Community College hosted Write Night on Tuesday, April 28 between 3:00 p.m. – 6:00 p.m. Students and tutors worldwide participated from over 200 colleges and universities. Write Night started in Germany and has spread to most Writing Centers across the U.S. and beyond. While most writers believe they must suffer alone with a blank page, it is not true. You can solve your writer’s block with the support of fellow writing students and tutors…get those final papers started and have some fun, too.

Harold Drimmer Library
The Librarians offer individual research appointments for student to assist with research papers and we have had several hundred students make use of this new service. American Women of African Heritage, INC (AWAH) in collaboration with the College Foundation and the Library unveiled their digital collection March 26, 2015 at the Rice Family Foundation Media Theatre located in the Library. This project is being developed by Yvonne Rhode, the archival and preservation librarian, a digital metadata guru. The archives includes photos, letters and awards of outstanding women of African Heritage in Westchester County. To view visit http://libraryspecialcollections.sunywcc.edu/

During the Fall 2014 semester, the Library held 208 information literacy classes on campus and at extension sites. Some classes that requested information literacy instruction included; Business Law, US History, College Success, and Speech Communication.

The Media and Instructional Technology department hosted the 46th Annual Media Art show for local high school students. Student projects included video production, video photography and music. This year 150 students from Lower Hudson Valley participated.
The Testing and Assessment Center
In response to Community Outreach, 1,050 placement exams were administered in area high schools to ACE candidates. Out of these placement exams, 100-150 students will become students of the College.

Online Education has held several Blackboard works; i.e. Introduction to BB, organization and design tools and other BB tools like grade center.

Fall 2014
8 Blackboard training workshops were offered, with a total of 76 participants (22 full-time, 52 part-time) and 15 faculty members were successfully certified to teach online (6 full-time, 9 part-time).

Spring 2015
10 Blackboard training workshops were offered, with a total of 80 participants (12 full-time, 64 part-time, 4 staff) - 17 Faculty members were successfully certified to teach online (3 full-time, 14 part-time).

Unit of Arts & Humanities
By: Dr. Veronica Delcourt, Associate Dean

Spring has sprung in the Art Department, where students and faculty have rung in the new season with an array of awards, projects, and initiatives. Student Jason Isolini is the recipient of the SUNY Chancellor’s Award and Phi Theta Kappa’s Academic Team Award, and is this year’s Visual Arts Curriculum Award winner. The SUNY Student Art Show has featured the work of Bozhena Shuplat, Maria Hoermann, and Naomi Shibuya, whose work also was chosen for the Best of SUNY Summer Exhibition.

The WCC Art Club has had an active year, with field trips, workshops, and service project, closing this April with guest artist David Abreveya, who presented on Comic Art. The Mosaic Project continues to flourish this spring, as Professor Nicole Tschampel’s Digital Photography 2 students displayed their work in the Fine Arts Gallery during the Open House; the theme this spring is “Identity.” Keeping pace with the activity of the students, the Art faculty have engaged numerous projects and initiatives, as well as shown their own work and received awards this spring. Professors Craig Padawer and Jenny Evans were granted funding ($30,000) for a Job Linkage proposal in Digital Film. Dr. Melissa Hall successfully piloted a collaborative initiative with the Writing Tutorial designed to support student writing that will now be required in all Art History courses. Several faculty members continue their engagement with their disciplines and the community beyond the college, including Professor Matt Feranto, who is serving as Editorial Manager of Design & Culture; Professor Carla Rae Johnson, whose exhibit, “Alternet,” has been moving up and around the east coast and whose work was included in a group show at the Theo Ganz Gallery in Beacon, NY; and Professor Nicole Tschampel, whose multimedia work is currently showing in the Fine Arts Gallery, hosted a gallery talk on April 16.

The Communications department is pleased to announce that Betsy Saavedra has been awarded the 2015 Pulitzer Reporting Fellowship representing Westchester Community College and looks forward to the exciting work she will be involved with. We are also pleased to commend each of our esteemed finalists: Gustavo Comonian, Kaitlyn Hansen, Marie Lynch and William Villeda for your excellent proposals and for making it into the final round of applicants.

The department congratulates last year’s Pulitzer Student Reporting Fellow, Jalesa Tucker who is now earning her Bachelor degree in communication studies at The City University of New York. Her work has been featured on The Campus website and she has served as a regular guest on a local radio show called AfricanVibz, in her hometown. Honorable mention also goes to one of last year’s finalists, Alyssa Frickmann who has accepted a coveted seat at the prestigious Missouri School of Journalism and was awarded a scholarship for her achievements while earning the journalism degree at Westchester Community College. The Journalism
curriculum featured Pulitzer Center grantees Misha Friedman and Nora Fitzgerald, through the Pulitzer Center Campus Consortium and the Frederick S. Beebe Chair for Journalism. Friedman and Fitzgerald presented their reporting on the impact of the Russian government’s crackdown on the LGBT community in Russia and Crimea and its multiple effects on individual lives and on the prevention and treatment of HIV/AIDS. Westchester Community College is the first of the Consortium’s community college partners.

In the English Department, a new campus student advisory cohort sprang into action under the guidance of Dr. Paula Rubenstein, who announced this spring the publication of Into the SmartArts, a nonfiction collection of student reflections on the cultural arts. Initiatives within the department include the expansion of the English 101 Course Redesign pilot and the Advanced Learning Program pilot, which is an accelerated program for developmental writing students, as well as the development of an English concentration as part of SUNY’s Seamless Transfer initiative. Extending its engagement with the surrounding communities it serves, the English Department hosted the 4th Annual English 101 ACE Faculty Development Day this April. In addition, this spring the Great Books Discussion Forum featured discussions on works by authors such as Joseph Conrad, Alice Walker, and Chimamanda Ngozi Adichie, led by Professors Adam Meehan, Mira Sakrajda, and Christine Bobkoff.

Several faculty members continue their disciplinary scholarship, including Dr. Richard Courage, who is co-editing a collection of essays entitled Root, Branch, and Blossom: Social Origins of Chicago’s New Negro Intellectuals and Artists; Dr. Heather Ostman whose co-edited collection Kate Chopin in Context: New Approaches is forthcoming (Palgrave Macmillan)—both she and Dr. Patti Sehulster have essays included in this collection; Professor Casey Ellis has edited a science fiction anthology, titled Startling Sci-Fi: New Tales of the Beyond, due to be published this month.

Dr. Ricky Werner presented a paper at this year’s Conference on College Composition and Communication (CCCC), and Professor Cynthia Robinson has had two plays (Ascension and Nightfall) included in Indie Theater Now: The Digital Library for the 21st Century. Professor Joe Sgammato delivered a paper called "Alfred Hitchcock: Mixing Memory and Desire" at the conference of the Popular Culture Association/American Culture Association this spring. Finally, Dr. Christine Timm was a featured reader at the “Celebrating the Beat Writers” event on February 19, Cornelia Street, Greenwich Village.

Through the tireless efforts of the College’s External Affairs division, the Westchester Community College Humanities Institute has met its 2:1 funding match through the National Endowment for the Humanities this spring, reaching its $900,000 endowment goal, two years ahead of schedule. The Institute featured lectures, film screenings and discussions, and workshops on humanities topics, framed through the lens of the immigrant experience; events included external and internal facilitators and speakers and were very well attended.

The Modern Languages department is developing a Spanish concentration for the Liberal Arts and Sciences: Humanities degree. The English department is doing the same in developing an English concentration. Both are planned for fall 2016 and help in pronouncing these respective SUNY transfer pathways.

The Performing Arts Department is also excited to announce a student performance, called “MP Awards” in which students will “host” an awards ceremony where all performances will be Academy, Tony, or Emmy Award winning performances. The MP Awards will be held at the Hankin Academic Arts Building Theatre, 5/8 & 5/9, 8:00 p.m.

In addition, the Dance Workshop will continue its tradition of providing an exhibition highlighting all
dance classes in the dance curriculum on Wednesday, 5/6, HAAB Theatre, 11:30 a.m.

The Modern Languages Department was very pleased to hold their end of year Language Awards Reception in which students from ESL, French, Spanish, and Italian classes were honored for excellence in their language classes. Professor Adis Fazzino emceced the event and Dr. Veronica Delcourt was the keynote speaker, celebrating students for valuing language learning. Several faculty spoke and were excited to be there to present the certificates and gifts to their students.

Professor Kent Trickel co-directs The Kathryn W. Davis Global Community Scholars Program with Professor Lori Maida. Earlier this spring, the family of Kathryn W. Davis funded the Kathryn W. Davis Global Community Scholarship Fund for an additional $2,000,000.00.

The Reading & Study Skills Department held its Twelfth Annual College Success Awards Ceremony on 4/22. The event was a great success! Over one hundred students and their guests attended. It was heartwarming to observe the proud faces of parents and other significant others. It was also gratifying to see so many administrators, faculty, and staff in attendance to cheer on and celebrate the accomplishments of the College Success students. President Belinda S. Miles was an inspiring Keynote Speaker advising students to think about themselves as a business called “YOU” and to engage their family, teachers, or appropriate friends to be members of their Board of Directors. Katheryn Ramirez and Matthew Talty, the two Distinguished Master Student Awardees, also read their winning essays. The event culminated with lunch, sponsored by the Division of Academic Affairs.

Professor Lori Murphy will be continuing The Accelerated Foundations of College Reading Summer program ($6,910.00), which began last summer as a Perkins Mini-grant. The department’s goal is to increase participation in this grant, which is GAP funded, to twenty-five to thirty students. Students who successfully complete the program over the summer will be able to register for Analytical Reading in the fall semester instead of into Foundations of College Reading.

Unit of Natural & Health Sciences
By: Dr. Michael Olivette, Associate Dean

This semester, the Chemistry Department purchased a Nuclear Magnetic Resonance (NMR) Spectrometer, funded through an IT grant. This state-of-the-art instrument is being put to use by students to analyze and identify the compounds that they synthesize in the laboratory. Acquiring this instrument is a great step forward toward the Department's ongoing goal of ensuring that students have the advantage of working in up-to-date laboratories.

On Friday, April 17th, 2015, several Chemistry Department faculty members attended the annual Nichols Distinguished Chemistry Symposium where renowned scientists discussed their cutting-edge research. This year's keynote speaker, Dr. Gabor Samurai, focused on his research dealing with molecular surface chemistry.

Our Chemistry faculty intend to incorporate relevant aspects of this material and its applications into their lessons to promote student learning and enthusiasm for chemistry. Dr. Jody Reifenberg selected an excellent WCC Chemistry student, Kingsley Ozoemena, originally from Nigeria, to receive the honor of attending this symposium/dinner. He earned this honor through his great interest in chemistry and his outstanding scholarly attitude towards his chemistry studies. This experience gave Kingsley greater insight into chemical research and its many applications and will help inspire him to pursue his goal of becoming a Chemical Engineer.

The Board of Trustees approved a new certificate program in Personal Training. Designed by Dr. Richard Gennaro, who joined the Physical Education Department Faculty in Fall 2014, the program now awaits SUNY and NYSED approval.
Also, Stephen Nardozzi, Chair of the Prehospital EMS Department, along with EMS Adjunct Joyce Wilson presented an informational session at the Rochambeau Alternative High School in White Plains. Nardozzi and Wilson spoke to the high school students during their 2015 Career Day in February. The Career Day provided an opportunity for High School students to learn about a variety of careers and the education path necessary to reach their goals. Nardozzi and Wilson spoke to approximately 25 students during their presentations over the course of the half-day program. According to Nardozzi, “the students were thoroughly engaged in the presentations.”

Philip McGrath is the new Curriculum Chair for the Culinary Arts and Management Program.

First year nursing students recently participated in the department’s annual “Cultural Awareness Day.” Students went out in the local communities to interview families from various cultural and ethnic backgrounds about health practices. After the interviews, the students shared the findings with a poster presentation.

Nineteen senior nursing students were selected to take part in a unique clinical experience called: “Capstone: Bridges to Professional Practice Mentorship.” Each student is currently working with a nurse preceptor/mentor in a local hospital. The students are able to experience a traditional 12-hour shift and perform various nursing skills and assessments. Several of the preceptors are graduates of the WCC nursing program.

Following the accreditation of the Veterinary Technology Department by the American Veterinary Medical Association in March of 2013, the Veterinary Technology Department is now excited to be back in the Health Science Building (HSC) after renovations to the Veterinary Technology Lab. This recent move back into HSC affords the department much opportunity for growth. They will be hiring an LVT Senior Technician to coordinate the technical aspect of the Program, as well as planning to redesign the newly acquired space to a mock veterinary clinic.

At its 85th Annual Meeting & Expo on May 18-19, 2015, the New York State Dietetic Association (NYSDA) will recognize Elizabeth Sloat as this year’s NYSDA Outstanding Dietetics Student. Each year, NYSDA recognizes a Dietetic Technician student who exhibits leadership potential, has achieved a strong academic record, and is dedicated to promoting nutrition and health related activities through campus and community-wide initiatives. Ms. Sloat is enrolled full-time in Westchester Community College’s Dietetic Technician Program, and is an active member – and current president - of the college’s Nutrition Club. In 2013-2014, Elizabeth was a member of Phi Thea Kappa, and has been the recipient of the Abigail Kirsch Foods Services Scholarship, 2013-2015. She is also a student member of the Westchester/Rockland Dietetic Association (WRDA) and has attended their workshops and conferences.

The Faculty and students in the Culinary Arts and Management (CAM) program participated as volunteers in the SOWE event, Food Bank, the kickoff event for Hudson Valley Restaurant Week, the Alumni Event, Dr. Miles’ reception, and the Middle States welcome dinner. They are also going to participate in Westchester Magazine’s Wine and Food Weekend and were also asked to help at Arts Westchester’s Spring Fundraiser. The CAM Club held a Valentine’s bake sale, a spring pig roast, and a food event.

The department hosted an American Culinary Federation (ACF) local meeting with student demonstrations on nutritious and gluten-free dishes. In addition, faculty and some students attended an ACF meeting with demonstrations on Sushi, cheesecake, and coffee blends at the Larchmont shore club.

The Dietetic Technician/Foods and Nutrition faculty and students attended several Westchester Rockland Dietetic Association conferences and
meetings. Several students worked with the WRDA members in setting up the meeting and assuring its success.

Madeline Rose was selected recipient of the Westchester Rockland Dietetic Association Honorarium. The Department of Food Service Administration hosted an alumni reunion in October. Alumni and guests were welcomed to explore the state-of-the-art new facility at their leisure. A unique experience awaited them in every nook and cranny. There were carving stations in the Culinary Dining Room with pastries and desserts in the Culinary Lab. Current students were observed in the Production Kitchen as they prepared evening delicacies, and started their run of passing hors d’oeuvres. There was a nostalgia room set-up in the computer lab including yearbooks from the class of ’54 and ’66 and a video from Chefs’ Day in 1986. A photo slideshow presentation of students from all the years was running in the adjacent hallway. Many new memories were created that evening.

Unit of Business, Behavioral Social Sciences, Public & Human Services
By: Jeffrey Conte, Associate Dean

Conversation on Poverty: Misconception & Realities - Professors Barbara Connolly, Farhad Ameen, and George Keteku submitted a proposal to the State University of New York’s (SUNY) Conversations in the Disciplines program and were awarded a grant of $5,000 to hold a series of lectures throughout the 2014/15 academic year. The proposal sought to invite scholars who have spent considerable number of years thinking and writing about how different societies organize themselves politically, socio-economically, and how they deal with the issue of poverty. The theme for the year-long lecture series is Poverty: Misconceptions and Realities.

Two lectures were presented for the Fall 2014 semester. Paul Krugman, a Nobel Laureate in Economics, former professor at Princeton University, currently a Distinguished Scholar at the Luxembourg Income Center - CUNY Graduate Center, and a New York Times columnist, delivered the opening lecture on Friday, October 17, 2014, in the Hankin Academic Arts Building. He was followed by Sylvia Nasar who delivered the second lecture in the series on Thursday, October 20, 2014. Nasar is the first John S. and James L. Knight Professor of Business Journalism at Columbia University and award winning author of A Beautiful Mind and Grand Pursuit: The Story of Economic Genius. Professor Nasar was a former Economics correspondent at the New York Times and Fortune magazine.

For the Spring 2015 academic semester, the team invited William Julius Wilson, an eminent sociologist, a MacArthur Prize Fellow, the Lewis P. and Linda L. Geyser University Professor at Harvard University, and author of numerous publications including The Declining Significance of Race, the Truly Disadvantaged, and When Work Disappears and several other academic works. Professor Wilson’s lecture took place on February 26, 2015.

The “Conversations” series will continue with additional lectures focusing on different perspectives on poverty Fall 2015.

Student Assignments Work to Improve College Documents - Students in Professor Ranucci’s Document Design and Desktop Publishing class are gaining real world document design and project management experience by volunteering to “makeover” documents for various WCC departments and faculty members. One student is working with the Registrar’s office to improve the functionality and appearance of the online Change of Major and Graduation Application forms. Other students are assisting faculty in converting manual fill-in forms to electronic versions that can be easily filled out online, while preserving the original formatting.
The projects will then become part of the students’ portfolio of sample documents used for assessment of the course learning outcomes. These authentic assignments give students the opportunity to learn skills and program features that extend beyond the scope of the course, as well as learning real world expectations. Responding to document makeover requests from the college community is a win-win situation for everyone!

**Information Technology Pathways for Future Educational & Career Requirements**

The CIS and Cybersecurity programs are holding Informational Workshops this spring and summer for high school and current WCC students about careers in Information Technology. The workshops are tailored to the specific information needs of the high school population or our current students. High School workshops will review degrees offered, and how to apply to the College, hands on demonstrations and career tracks. Four Yonkers high schools have been discussing collaborative programs with the CIS and Cybersecurity programs at WCC. WCC student workshops will focus on local employer needs, career tracks and resume and job interview advisement and industry certifications. In August, Yonkers high school students will be invited to join our WCC students in a one day event that will include a cybersecurity “scavenger hunt.”

The CIS “boot camp” certification preparation program continues to award Microsoft certifications; 64 certificates were awarded in the months of January and February.

**High School Partnerships**

*By: Dr. Saul Yanofsky, Assistant Dean*

Thanks to the generosity of a WCC Foundation donor, we have recently received a substantial grant to strengthen our partnerships with a group of nearby high schools that provide us with large numbers of incoming students. We will soon be requesting proposals from these major feeder high schools that describe their plans for 1) strengthening the academic skills and motivation of their students who are likely to attend WCC; and 2) providing supports for these students during their initial semester at WCC, to facilitate a smooth and effective transition to a college environment. Our intent is to select 2-3 high schools for September, 2015 to participate in a close partnership with WCC that will include early Placement Testing; the implementation of a 12th grade transitional curriculum in both Mathematics and English; staff development conducted by WCC faculty in conjunction with the high school teachers; and follow-up support activities once the students enroll at WCC. Each of these high schools will receive some modest discretionay funds from the grant to help them develop and implement school-specific strategies over a two year period. In each subsequent academic year through 2019-2020, 2-3 additional nearby high schools will be selected to participate in this program, so that, by the end of this grant, we will have established much closer and effective partnerships with all of our major feeder high schools. Furthermore, each participating high school will also receive funds through this grant to support two scholarships to WCC for outstanding graduates from the high school.

**SPECIAL FEATURE**

*By: Susan Arietta & Laura Milhaven*

This past academic year, the Developmental Education Advisory Council to the Vice President of Academic Affairs, Dr. Bradford, continued moving forward with faculty initiatives to help students succeed. In March, Laura Milhaven and Susan Arietta, co-chairs of the DEAC, met to work on next steps for the committee.
At this meeting, all of the recipients of GAP or Perkins funded initiatives presented their projects. Some of the projects were continuing from the Fall 2014 semester, others would begin this summer or during the Fall 2015 semester. Our meeting was extensive and included such projects as accelerated reading and math summer courses for students scoring specific scores on the placement exam, course redesign initiatives in math, accelerated learning models in writing and much more.

This is a brief description of some of the projects awarded, designed to help strengthen our commitment to student success, and learn more about what is happening in Developmental Education at Westchester Community College. Our hope as a committee is to help students navigate and move through their developmental course work as quickly as possible while supporting/maintaining the integrity and academic rigor of these academic departments as they continue to work towards helping a student become college ready.

Where did the funding come from for the projects?
Dr. Laurie Miller-McNeil, Director of Program Development and Institutional Advancement
Over the past two and a half years, WCC and the WCC Foundation have implemented a new strategy for resource development focused on supporting student success. The college received three grants (Perkins, SUNY Gap, and SUNY Job Linkage representing about $1.8 million in resources) and has designed the $30 million Pathways Campaign focused on student success. The three grants have been the source of funding for course redesigns, faculty professional development, placement and course brush-ups, disabilities services, counseling interventions and other innovations – all aligned with grant goals to increase graduation, retention and transfer, reduce state and local expenditures on remedial courses, and improve the graduation rates and employment prospects of our students. Most of the strategies have strong potential to produce long-term gains in student success as long as they are scaled, but concerns remain about low graduation rates among our students and everyone is encouraged to persist not only in scaling the innovations that have been supported through grant funding but also to think of other interventions that can have a more immediate impact on student success.

ENGLISH 101 ALP Perkins Grant Pilot

Heather Ostman
Patti Schulster

The college offers two developmental English courses; Writing for College 1 and Writing for College 2. In Fall 2011, 64% of students passed Writing for College 2 with a C or better and 35% of those students passed Writing and Research (then Composition and Literature 1) with a C or better. In an effort to address that lack of success, this pilot program embraces a slightly modified ALP (Accelerated Learning Program) model for our developmental students who test into ENG 92 by incorporating 10 of them into a regular ENG 101 course, but requiring them to meet one extra hour each week with the professor and one hour each week in the Writing Tutorial. Similar programs across the nation have met with great success and have actually raised the bar for all levels of developmental writing students. Allowing students to begin their college careers with a credit-bearing course needed for their skill development as well as their ability to move into other courses in their major will provide improved success and retention rates and improve time-to-degree. This approach
enables underprepared students to work toward degree completion while simultaneously attaining the writing and critical thinking skills they need to meet all of the requirements of our English 101 course and to succeed in college in general.

**ENG 101 - STTAC Perkins Grant Pilot**

Beth Holden  
Patti Schulster

This pilot program that embraces an English 101 STRETCH Program model combined with an added TAC component and spanning two semesters for our students who test into English 91 developmental courses could offer just the right opportunity to bring success to our students and so keep them in college. Similar programs across the nation have met with great success; they raise the bar for all levels of developmental writing students and allow students to begin their college careers with a credit-bearing course needed for their skill development as well as their ability to move into other courses in their major and so will improve retention rates and improve time-to-degree.

**ENGLISH 101 REDESIGN**  
*(Current funding ends at the end of Spring 2015)*

Jessica Seessel, Cynthia Robinson, Ricky Werner

Our team began work the Spring 2014 semester to redesign English 101, a gateway course with unacceptably low success rates. Low success rates in English 101 negatively impact persistence and graduation rates. In addition to low success rates, English 101 had diffuse learning outcomes and lacked a consistent curriculum: a 2013 department survey of syllabi found that 90 instructors were using over 50 different textbooks. This inconsistency is clearly not good for students. Using backward design, our team revised the course learning outcomes and designed common assessments and assignments. The three team leaders piloted this course in 8 sections in the Summer and Fall 2014 and then expanded the pilot Spring 2015 to include 15 full-time and adjunct faculty and a total of 20 sections. The English Department has adopted the revised learning outcomes and agreed to common measurements but has not yet adopted common textbooks or assignment sequences.

**ENGLISH 101+**  
*(Currently funded for planning stage - Summer 1)*

Jessica Seessel, Cynthia Robinson, Ricky Werner

We are proposing a new, accelerated course sequence for students placing into developmental writing and reading. This new sequence (which we are calling English 101 Plus or Eng101+) combines English 101 with curricula from WCC’s current developmental writing, reading, and College Success courses. Eng101+ essentially combines all of a students’ developmental literacy education into a single, 1.5 semester, six credit package. With this innovative, accelerated and streamlined course, students will be able to complete all of their developmental literacy coursework under the guidance of the same instructor, within a few months’ time (for example, one Fall and one Winter session, or one Spring and one Summer session). Equally important, the timeline of English 101+ will allow successful students to enter English 102 during their second full semester, alongside students in their cohort who had placed directly into English 101. Our original plan of three 2-credit courses could be revised to a traditional ALP course where students take all 6 credits in one semester.
ALEKS-TAC Program

Sheela Whelan           Madalena Mansinho
This program allows remedial math students to work at their own pace. The course utilizes ALEKS, an artificial intelligent learning system, to customize the course for each student. Students then spend time both in and out of class working only on concepts they don't know. The course also incorporates a tutor in the classroom and students are required to work with their tutor outside of class as well. Students are asked to work toward mastery of six modules. Once a student reaches mastery they are given a paper exam. Students must complete all six paper exams before they can take the departmental approved final exam. Should a student finish Pre-Algebra early, they are moved into Beginning Algebra. Should a student finish Beginning Algebra early, they can test out or spend the remaining time working in a prep course to continue to improve their chances of passing any subsequent, college-level math courses. Motivated students have the ability to finish both Pre-Algebra and Beginning Algebra in just one semester.

COURSE RE-LAUNCH MLCS MATH 94

Max Lee           Madalena Mansinho

The course title will be updated to Foundations of Mathematical Reasoning in Fall 2015. The goal of offering a course in basic quantitative reasoning (currently known as Math Literacy for College Students-Math 94-MLCS), an alternative remedial course to a traditional remedial beginning algebra course, is to help non-STEM students become college ready in one semester. In this course, students are provided with learning materials that arise from real-life situations and are challenged to learn problem-solving skills in quantitative reasoning; which provides a more meaningful path to the first college level and credit-bearing math course College Quantitative Reasoning (presently known as Contemporary Math-Math 117). Currently, the enrollment for Math 94 is low. By working in conjunction with the counseling department and the Academic Support Center, we can increase non-STEM students’ awareness, enrollment, and success in the course. By providing the proper guidance to non-STEM students, students will choose a college pathway that will better suit their academic aspirations.
Transition Course for Mathematics: Accelerated Pre-Algebra Course

Matthew Sokol             Sheela Whelan
Joyce Cassidy             Alannah Bennie
Ray Houston              Matt Rogala

This course will launch Summer 2015. The Mathematics department, in the spirit of the GAP program, has developed a pilot MATH092 (Pre-Algebra) course to be offered at three different times this summer. These courses are to be offered in an accelerated format, online, over a three-week period. Admission to the course is limited by students’ scores on their placement exams. We are admitting students who score close enough to having almost placed into MATH093 (Beginning Algebra). The departments believe is that students who scored this close would succeed in an accelerated format.

The Accelerated Foundations of College Reading Summer Program - Lori Murphy

The program began as a Perkins Mini-grant last summer led by Tim Magee. Seven students successfully completed the Lab and six of the seven moved into and passed Analytical Reading. This year we are GAP funded and are hoping to increase participation to 25 – 30 students. Students who test within 10 points (47 – 57) of entering Analytical Reading on the Accuplacer Reading Comprehension Placement Exam are offered a three week online lab (Pearson MyReadingLab), which, with satisfactory completion of 70% on all assignments and posttest, will be able to register for Analytical Reading in the fall instead of Foundations of College Reading. Students must attend an in-person orientation at the Academic Support Center. ASC tutors will be available during the three weeks for assistance and students will be encouraged to work on the Pearson MyReadingLab at the ASC. The instructor will be available online daily for the 3 weeks in July and on campus for face-to-face consultation at the beginning and end of the program.

12th Grade Mathematics High School Partnership

Dan Gromulat             Sheela Whelan
Work on the 12th Grade Mathematics Transitions course began in the Fall of 2014. We have been meeting with faculty from the mathematics departments at Ossining HS, Sleepy Hollow HS, Riverside HS, Saunders HS and White Plains HS. The WCC Mathematics Department approved a list of math skills that students need to be successful in college level math courses. From this list, we established the student learning outcomes and created a course in ALEKS, which consists of nine modules. We are currently in the process of creating assessments, working on articulation agreements and ACE courses.

**ELA High School Partnership Work**

Jessica Seessel  
Tim Magee

Work on the ELA Transitions course began in the summer of 2014, when Jessica Seessel joined the New York State Transitions Course Initiative. She has been working with this statewide consortium to develop a 12th grade Transitions ELA curriculum. More locally, she has been meeting regularly with faculty and department chairs from Ossining, Sleepy Hollow, Riverside and White Plains to develop a local 12th grade Transitions curriculum using backward design.

They have agreed on learning outcomes and have begun to plan assessments. Thanks to funding from a P-TECH grant, Tim Magee from the Reading and Study Skills department has recently joined the ELA High School Partnership team. The P-TECH grant funds curricular work with Saunders and Riverside High Schools, but Jessica and Tim have decided to partner on all High School work, since the hope is that schools across the county will adopt this Transitions curriculum. Jessica and Tim have begun work with Riverside High School to align ELA curriculum.

**SUMMER BRUSH-UP PROGRAM**

Bishara Al-Akeel  
JoAnn Gala

Studies show that students placed in these lower remedial classes have less chance of completion in all areas of higher education (earning a degree, transferring to a 4-year college). The goal of offering brush-up workshops is to help students be better prepared to take the placement exam. In this project, the ASC will provide tutoring and workshops for students who are either taking the placement exam for the first time or have already taken it and want to attain higher scores. However, if students have already taken the placement exam and scored between 34-44 in Arithmetic and/or 47-57 in Reading, they should contact the Math and/or Reading departments for additional review options. A short refresher may would eliminate the need to take a fifteen-week developmental course. Some students are under-prepared for the content and format of the exams. They are also unsure of the consequences of the not doing their best on the placement exam. Students who take these brush-up workshops may be able to accelerate past some developmental courses to become persistent, confident and college ready.

For summer 2015, the brush-up workshops will be conducted June 8th – July, 30th, for four days per week, Monday-Thursday, 10:00 a.m. – 2:00 p.m. at the Academic Support Center/Valhalla and 4:00 p.m. – 8:00 p.m. at the Academic Support Center/ Mt. Vernon. Each day will include workshops in Math, Reading, Writing and Study Skills. These sessions
are open to students who have applied and have been accepted to the college and would like to prepare for the placement exam. Students will drop in to attend the session(s) that they need help with at their own convenience. This model has been more successful because the “drop in” nature of these workshops put less stress on the students and only students who are committed to doing well on the placement exams will attend.

PERSONAL COLLEGE ADVOCATE (PCA)
Susan Arietta  Joanna Peters

In order to help students navigate and utilize the existing student support services on campus and to assist students with the transition to college, as well as their retention and persistence to the next semester and through to graduation, two small groups of twenty students will meet regularly during the semester with a personal college advocate (PCA). Research has proven over the years that social and academic engagement are essential components of retention, especially through the first year. The additional goals of this pilot project are to make basic skills relevant, to provide connections through cohort designs, and to foster active collaborative and cooperative learning experiences. The goals are all aimed at achieving persistence and retention.

Mount Vernon Academic Support Center (MVASC) ASC – Brush-Up for the Placement Exam

Internal Request for Proposal GAP Funding – Paula Dornburgh

The Valhalla Academic Support Center wrote a grant for, and received, GAP funds that allow for brush-ups for the placement exam in the form of writing, math and reading reviews as well as study skills workshops. The Valhalla ASC invited Paula to participate in this project. Paula was able to receive GAP funds to offer these brush-ups at the MVASC.

Transition Boot Camp for Students with Disabilities
Sharon Massey

Disabilities Services' GAP funding “Transition Boot Camp for Students with Disabilities” program is designed to increase student success in transitioning to college by bridging the gap from high school to college for students with disabilities. By providing extra support in the form of counseling and tutoring prior to the start of the students first semester will increase retention rates and success here at Westchester Community College. Expected student learning outcomes include: increased the student confidence in readiness for college; increased student understanding of services and accommodations available in college as opposed to those they received in high school; increased confidence level of students regarding college writing; increased student readiness for socializing in a college environment; increased students’ “college knowledge” so they are prepared to begin their first semester at Westchester Community College.
### ACADEMIC AFFAIRS BUDGET 2014-2015

<table>
<thead>
<tr>
<th>Section</th>
<th>Academic Affairs 14/15 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTRUCTIONAL</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Service - Salaries (F/T &amp; P/T)</td>
<td>31,023,883.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>96,538.00</td>
</tr>
<tr>
<td>Contractual</td>
<td>1,494,740.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>13,938,547.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>46,553,708.00</strong></td>
</tr>
<tr>
<td><strong>ACADEMIC SUPPORT</strong></td>
<td></td>
</tr>
<tr>
<td>(other than Libraries)</td>
<td></td>
</tr>
<tr>
<td>Personal Service - Salaries</td>
<td>3,291,419.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>12,450.00</td>
</tr>
<tr>
<td>Contractual</td>
<td>527,749.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>2,141,798.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,973,416.00</strong></td>
</tr>
<tr>
<td><strong>ACADEMIC SUPPORT LIBRARIES</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Service - Salaries</td>
<td>2,575,269.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>650.00</td>
</tr>
<tr>
<td>Contractual</td>
<td>484,433.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>1,470,624.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,530,976.00</strong></td>
</tr>
<tr>
<td><strong>SUMMARY</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Service - Salaries</td>
<td>36,890,571.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>109,638.00</td>
</tr>
<tr>
<td>Contractual</td>
<td>2,506,922.00</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>17,550,969.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57,058,100.00</strong></td>
</tr>
</tbody>
</table>