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College  Paper



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KANE 4

Commuting to college

Buses, subways, Uber, trains, cars – and where to park? Help! Will I make it to class on time?

It's rarely talked about, but just getting to college can be such a drag. And community college students have it much worse than their four-year counterparts – stats tell us practically all community college students commute, and over 70 percent have jobs, too. The typical cost for a community college student to commute is nearly \$1800 a year – more than the cost of books (\$1400; source: The College Board, 2016). And that's \$700 more than what a four-year college student pays for travel!

It's hard enough getting through college as a harried community college student – and now add all of this frustration just to get to class on time?! Our writer, Telijah Patterson, investigates how you can make your commute easier. Ease your mind and cruise to better attendance and grades.

Read Telijah's story on page 9



Transferring? What you need to know.

Prof. John DeSpagna
Campus News

You are on the path to success by working towards your degree at a community college. Part of the path to success is planning out what you want to do in your future. Selecting the appropriate four-year school to transfer to, where you will earn your Bachelor's degree is the next step on your path to success.

As I have advised many students over the years, they state that they want to go to a four-year school. A point I would like to bring forward is that in many cases, it may make sense to finish your Associate's degree first. Consider staying at your community college to earn your Associate's degree, as you will always be considered a college graduate when you do so. Being able to show the credential that

you are a college graduate will help you when you go looking for a job. You can also save money on tuition and housing costs by living at home.

What I would do next is try to identify what you want to major in. Selecting a major is an important decision, and I think the best thing to do here is listen to your intuition. Write down things that you like to do and try and correlate that to a major

field of study. Remember, you should have a passion for what you are doing in your career and look forward to going to work every day.

After selecting a major, think of where you want to go geographically. One of the benefits of going away to college is the experience of being out on your own. Go out and try this. If you

continued on page 17



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Why you should dump SparkNotes

Kaylee Johnson
Campus News

Since attending both a two-year and four-year college, I have made some stunning realizations. The one that bothers me the most is the hard truth that few students actually bother reading their assigned texts. They carry around the books and shuffle through them during class, but when their professors are not standing over them, they brag about using a terrible website called SparkNotes to cheat on their homework. I realize that I sound like a Debby-do-right, but even English majors are using this website instead of reading for pleasure like prior literature and English majors did. Why are today's college students so lazy when it comes to reading?

Last semester I had an English professor who was constantly talking about his absurd family stories and his tenure. One day he asked what he was doing wrong, because he felt he was not doing everything he could to make the class blossom. I was the only one who raised my hand, and I told him that he did not assign enough readings, as he was only assigning 20 pages per week. Even then, students were failing his reading quizzes weekly and you could tell by just looking at him that he was burned out. Everyone in that class looked at me with devilish eyes, but they were surprised to hear him say that he

assigns enough reading as-is. He's part of the problem; we need to challenge students, not coddle them. In a previous article I tried to dissect why so many high school and college students despise reading, and I pointed out that Shakespeare and Poe probably scare off reluctant readers. But here's the issue with using SparkNotes in college: not only are you depriving yourself of useful and enriching knowledge, you are also setting yourself up to fail. Is it really that difficult to read a few chapters a day? I know a lot of college students have jobs and are taking the maximum amount of credits, but we all knew what we were getting into when we listened to our professors read the syllabus aloud on the first day of classes. Put aside

'What will you do in the workforce?'

your personal grievances with reading, and think of it as a way to build your character and intellectual abilities. What will you do when you get into the workforce and all of your co-workers are talking about "The Bell Jar," but you did not actually read it?

Most of all, I want students to stop bragging about cheating. It's nothing you should be proud of, especially when a small fortune goes into expanding your academic palette and pushing you to grow into a well-rounded



adult. Who would have known that the Internet would hurt academia? If used correctly, it could be used as a valuable learning tool, but many students are using it in vain these days. Currently, I am taking a computer science course, and people browse their social media accounts on the school desktops while the professor is lecturing. SparkNotes is one of many examples that prove that college was more serious before computers were everywhere. In almost every class, I notice at least one student desperately scrolling through Twitter or Instagram, like a deprived addict. Your writing, trigonometry, and poetry classes may not seem relative now, but you will find uses for every single one of them in the future, whether you use them to teach your future children, to think in more abstract ways, or use practical skills in your profession, will all depend on the path you pave for yourself.

If for some reason, you struggle with reading comprehension or time management, try some other tactics. Audiobooks are available for almost all popular books; that way you can listen to your assigned reading in the car or while relaxing. There is no excuse for using SparkNotes or an equivalent, unless you have already read the assigned reading, and you are refreshing yourself on particular plot points. And

truthfully, your classmates and professors can tell if you have actually read, based on how simplistic or complex your comments during class discussions. Have some integrity, and open your mind to genres that don't fancy your taste buds.

This article was not an attack on SparkNotes and websites like it, because there were resources like it before the Internet was as popular as it is now. Instead, it was meant to call out students who cheat on their assignments and consistently take the easy way out. Often, I have seen students letting their personal and academic lives intermingle, which can create poor grades and lax effort. Challenge yourself to do the maximum instead of the minimum; not only will you feel a newfound sense of pride in yourself, but your professors will also see the sudden improvement, and your grades will most likely rise. Just remember to be true to your own morals, and don't cheat just because your friends engage in risky and careless behaviors.

Kaylee Johnson formerly attended Adirondack Community College and now attends the College of Saint Rose.



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Should you attempt ‘Citizen Kane?’

Darren Johnson
Campus News

You may be wondering if you should tackle “Citizen Kane,” the 1941 Orson Welles movie that regularly makes critics’ top movies lists, often coming in at No. 1.

There are roadblocks for today’s modern viewers. Foremost, it’s in black and white. Many people under 40 feel they just can’t handle that (you can). Second, it’s not on any of the streaming services unless you’re willing to pay a little extra. I suggest regularly scanning your cable guide grid and setting a DVR to record it. Turner Classic Movies recently had it on commercial free, and I was able to grab it. As well, this movie requires focus – no checking your

phone during it. Just watch the screen, listen intently. Last, one does need to know a little bit of 20th century history to fully appreciate this film. It’s based on the newspapers – and often yellow journalism – of those times. You, dear reader, may not remember much of that century. Perhaps Google “William Randolph Hearst,” whose story inspired this tale.

But this preparation is worth it.

“Citizen Kane” is a movie that’s more like a great book. One turns the last page – or as the credits roll, in this case – and is left wondering, what just happened? Emotions are stirred. You’re not quite sure why, though. Is it that you really care

continued on next page



Orson Welles

A large advertisement for Vaughn College's Open House. On the left, there is a portrait of a young Black man with a beard, looking upwards and to the right. The background is dark. Overlaid on the right side is white, hand-drawn style text that reads: "DEAR FUTURE, I WILL DETERMINE MY OWN DESTINY. MY EDUCATION WILL PREPARE ME FOR ANYTHING YOU THROW MY WAY". To the right of the text are several hand-drawn hexagons and arrows. Below the main text, it says "BE FUTUREPROOF". At the bottom right, it says "Visit our OPEN HOUSE | Saturday, April 14 at 10 a.m." and "VaughnCollege of aeronautics and technology". At the bottom left, there is a logo for "BEST COLLEGES USNews REGIONAL COLLEGES NORTH 2018". At the bottom center, it says "vaughn.edu ENGINEERING | TECHNOLOGY | MANAGEMENT | AVIATION".

‘Kane’ (cont.)

about these characters, or did this work of art convey something about you? You may ruminate about this for days after viewing.

First off, let me say, Orson Welles was an envelope-pushing genius – he staged an all-black Broadway production of “MacBeth” in 1936 at the age of 20; then, just two years later, adapted HG Wells “War of the Worlds” for the radio – but he performed it in a first-person, real-time style – listeners really thought aliens had invaded the US and it created a national panic. Heart attacks and suicides were reported. Now, here we are in 1941, and he’s making this all-time great film. What a trajectory.

Sadly, at the end, Welles ends up broken, obese and a drinker, shilling cheap wine in TV ads. But let’s forget all that. Let’s celebrate glorious Welles in the movie he co-wrote (with Herman J. Mankiewicz), starred in and directed. Though perhaps Charles Foster Kane’s life mirrors what happened to Welles, a bit, where idealism and energy and good ideas turn into compromise after compromise – where one doesn’t even recognize oneself in the mirror anymore. With “Citizen Kane” we have the story of longing and regret. Heavy topics for a film, for sure.

Welles tells us the whole story of what we’re about to see in the first 10 minutes of the film through a series of news reels. In that era, short news items were filmed and played in theaters before the featured movies. We quickly learn that Kane is dead, about his upbringing, his run for governor,

his divorce, his media empire’s rise and fall and his palatial estate. So why go on with this movie? Because there was something said. A reporter learns Kane’s last word, before he died, was “Rosebud.” So he goes on a mission to figure out what this means, interviewing all of the aging and broken people Kane had met along the way.

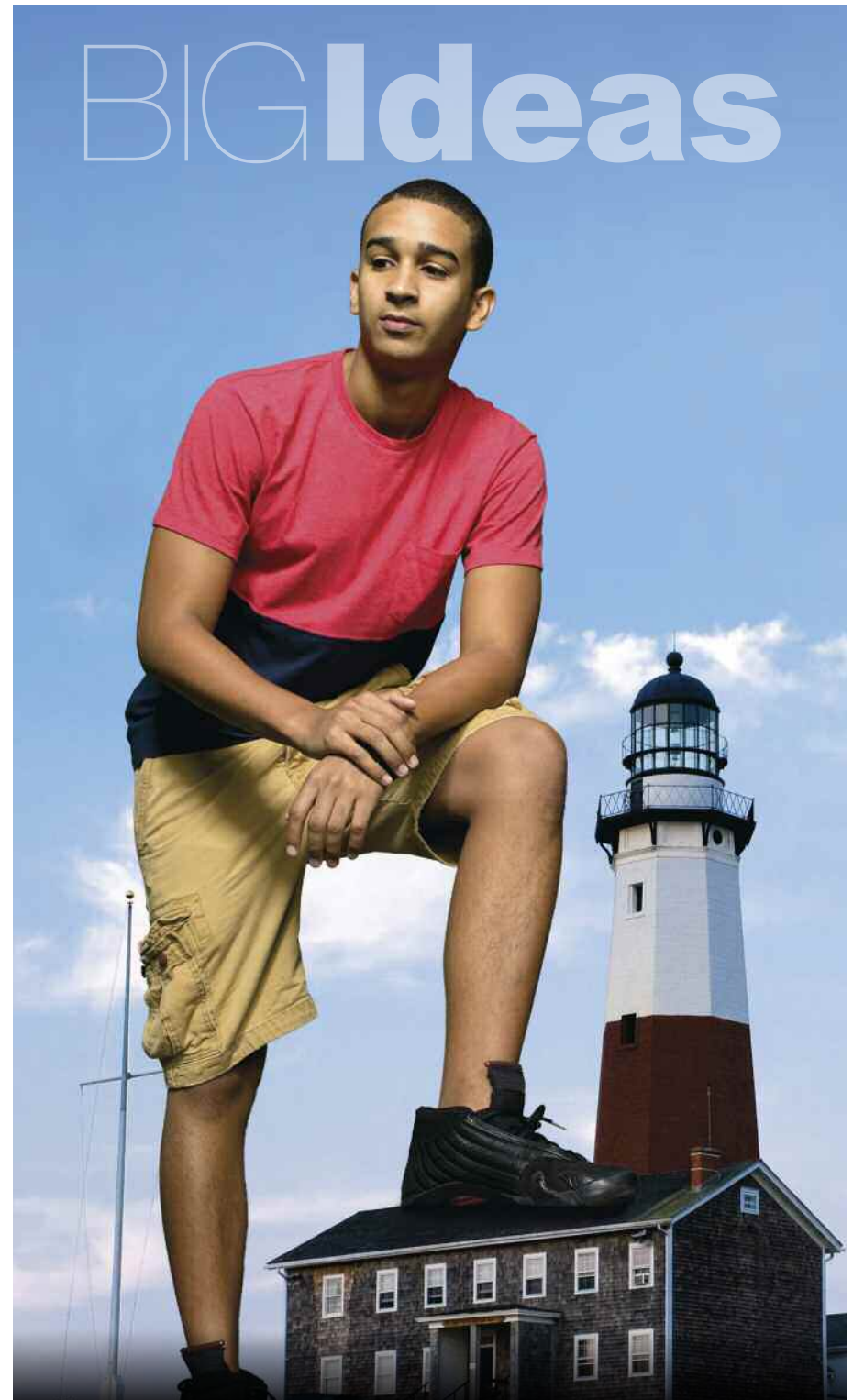
If you allow yourself to get



this far into the film – without allowing yourself to be distracted by a smartphone or whatever (again, turn it off) – you will be hooked. Each character, each word, each camera angle is so carefully chosen. It was groundbreaking for its era and still is today. Why can’t we have more movies like this in our century, and fewer superhero movies?



“It’s New to You!” began in 2010 and hopes to help you find movie gems you haven’t seen before. Let us know your thoughts – write to nu2u@cccn.us.



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LaGuardia prof lands major article

Allyson Sheffield, PhD, associate professor of physics at LaGuardia Community College, is co-author of a new paper in the leading science journal *Nature*, titled, “Two chemically similar stellar overdensities on opposite sides of the plane of the Galactic disk,” which is expected to expand understanding of our home galaxy, the Milky Way Galaxy—how it came to be, and how certain stars are located within it.

Dr. Sheffield and an international team of astronomers, led by Dr. Maria Bergemann from the Max Planck Institute for Astronomy in Heidelberg, Germany, found compelling evidence that some of the stars in the halo of the Milky Way Galaxy might not be leftover debris from invading galaxies but rather originate from the Milky Way’s disk itself!

This research collaboration is an example of the type of scholarly work regularly conducted by community college faculty — just as do their peers at four-year colleges (required for tenure at both types of institutions).

A Rhode Island native, Dr. Sheffield found that she had a knack for calculus during high school.

She then went to NYU, where she fell in love with astronomy, and graduated with a bachelor’s in physics. Next, she earned both a master’s and doctorate in astronomy at the University of Virginia in Charlottesville.

She then took a position as a visiting assistant professor at Vassar College, where she taught physics and astronomy. Her path then led her to Columbia University, where she took a postdoc position as a science teaching fellow. After a few



years, she decided to seek a teaching position at a community college because, “it’s such an inspiring environment for a teacher who loves to teach, as I do.”

When offered a tenure-track job teaching physics at LaGuardia, Dr. Sheffield was “thrilled!”

She joined the LaGuardia Community College in September 2014, where she teaches astronomy, astrobiology, and physics. As Dr. Sheffield says, “I really enjoy teaching at LaGuardia. It’s an inspiring environment — the students come from so many diverse backgrounds, and bring so much energy and enthusiasm to their studies. Compared to the four-year colleges where I’ve taught, it’s a different type of atmosphere, but academically there’s very little difference. I have used some of the same slides that I used when teaching at Vassar and Columbia. And I always start each astronomy class by showing NASA’s astronomy picture of the day.”

“In my experience, the students at LaGuardia Community College are eager to learn — sometimes they just need an extra push to gain the self-confidence they need to be successful in college and beyond, and I want to help give them this push.”



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It's Women's History Month on campus

Practically every community college in our region is recognizing March as Women's History Month – a celebration of the contribution of women to modern society. Some highlights:

Berkshire Community College hosts the opening of its Women's Center on International Women's Day, Thurs., March 8 at 2 p.m. in the Susan B. Anthony Building. Before that, stop by a webinar in G-10 at 11 a.m. called “#LeadLikeAGirl: Power Moves to Unleash the Potential of Women.” It will help you to not only ignite your own impact, but also become a better mentor, leader, co-worker, and parent to this generation of women and the next.

At **Rockland Community College** all month long in the Student Union, Room 3214 will

be an exhibit of student artwork celebrating “Women Superheroes.” Also at Rockland CC, stop by “Negotiation Skills for Women” on Tues., March 20, at 12:30 p.m. in Academic II, Room 2323.

At **Schenectady County Community College**, Kathleen McLean presents “Tools for Empowerment: Your Blueprint for Action” at noon on Wed., March 28, in the Mohawk Room. McLean, a sought after motivational speaker and CEO of her own consulting firm, will draw on her years of experience working with strong inspiring women in leadership roles, to share with SCCC's students of all genders the tools for mindful action.

At **Queensborough Community College** on Wed., March 12 at 12:15 p.m. in Room

LB-14, “The Empowered Voter: Women's Activism & Modern Day Barriers” will be presented by NYPIRG. Brainstorm ways for you to take advantage of the voting rights you have and improve the system for those who don't! Facilitated by Colin Hughs and Prof. Robin Ford.

At **Nassau Community College** on Tue., March 20, in CCB, Room 254 hear “Keeping Sexual Violence Out of Your Life: For Men and Women” — New York State Police Senior Investigator Lisa Lastorino discusses New York's Enough is Enough law, affirmative consent, and sexual harassment and sexual assault on college campuses. For more information, call 516.572.7148.

At **Herkimer Community College**, “Bringing in the Bystander: A Prevention Work-

shop for Establishing a Community of Responsibility” is on Wed., March 28, at 3 p.m. in the Robert McLaughlin College Center, Room 282/283. This is a sexual and relationship violence prevention workshop that emphasizes a bystander intervention approach which helps participants develop strategies and skills to intervene in situations in which friends, family members, acquaintances or strangers may be involved.

At **Westchester Community College**, visit the Great Books Forum's “J.K. Rowling's ‘Harry Potter and the Sorcerer's Stone,’” led by Prof. Christine Timm, on Thurs., March 29 in the Gateway Center, Room 131, at 6 p.m.

For more events listings, visit Campus-News.org throughout the month!

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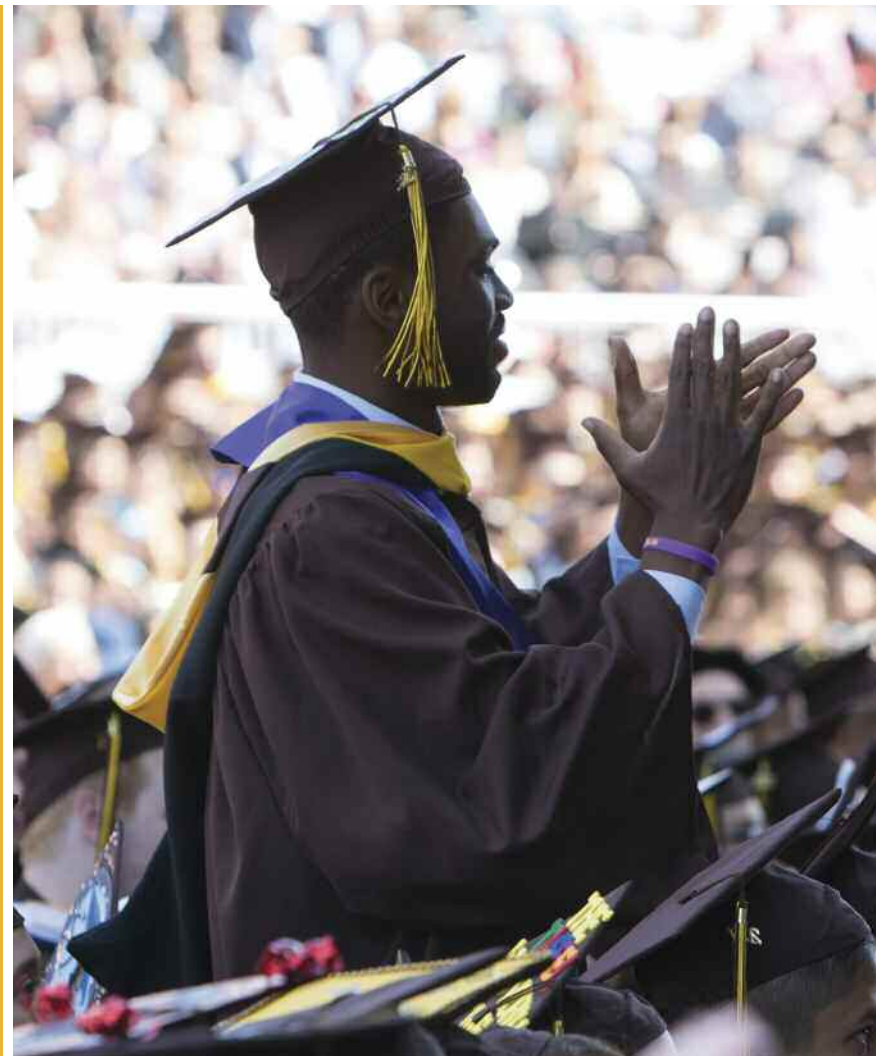
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I had to go back to my elementary school

Kaylee Johnson
Campus News

Recently, I had the opportunity to walk the halls of my grammar school, this time as a future teacher and observer, not a student. The halls still smelled of crayons and clay, but the backpacks flaunted characters like Elsa and Anna from “Frozen,” and the dogs from “Paw Patrol,” instead of “Spongebob Squarepants,” Ariel from “The Little Mermaid,” and “High School Musical.” It was my first fieldwork assignment as an education major, and I was walking into the classrooms completely unaware of what my responsibilities would be. The student teachers and observers that used to visit while I was a

student let the main teacher in the room direct all of their motions.

The first day I observed, I was in a self-contained special education classroom. Immediately the children ran up to me and introduced themselves with excitement and curiosity. Luckily, all of the teachers I was observing under let me be involved in classroom activities and work with the children. Although there are benefits to sitting back and taking notes, there is no greater training than working in classrooms and watching the way children learn. I found that teachers appreciate when observers and student teachers help before

they are asked, and take vested interests in curriculum and the struggles that students may be facing. A kindergarten teacher let me teach a math lesson, because she remembered observing as a college student, and she felt that hands-on experience proved to be the most important.

It was hard not to feel joyous in a kindergarten classroom full

‘They let me teach kindergarten math.’

of blossoming five year olds. They impress themselves by reading a sentence or spelling a word correctly, and they seek approval from their beaming teachers. This experience reminded me that teaching is the career for me; in fact I can hardly imagine

doing anything else. Teaching is an immensely rewarding career, and I saw that in the moments a child with severe autism spoke about his feelings for the first time all week, and a kindergartner read a story fluently. Those are the moments that make all of the other downfalls worth it. I also found that my college is doing a great job preparing me for my career, due to the fact that I never felt insecure or overwhelmed in a classroom setting. In the next two years I hope to grow into a teacher that will hopefully be adored by students, staff, and parents alike, through creative lessons and unconditional acceptance; the kind of teacher that sticks to my brain and heart like putty, years later.

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How to survive your commute to college

Telijah Patterson
Campus News

Everyday nearly 20% of college freshmen leave their home and commute to school. They travel by bike, car, bus, train, or even boat. The vast majority attend community colleges and decide to live off-campus to save money or simply because their school does not offer on-campus housing. Data shows that 95.4% of full-time community college students live at home and commute. The average distance traveled to school by community college students is about 10 miles one way. But what are the true costs for students who commute? Some experts worry that the possible complications outweigh the cost in savings citing concerns such as lack of ability to engage in campus life to difficulties in coordinating group projects because everyone lives in different places, while others say the impact is negligible.

Students who use public transportation to commute to college can often simply plug in some earbuds, sit back, and zone out while someone else takes the wheel. Some even use their commute time to catch up on homework or class readings. On the other hand, students who use their own vehicles to commute do not have the same luxury and must be on high alert. We break down how commuting to college could be affecting your life:

Academics

Several studies indicate that freshmen commuters graduate at lower rates than their counterparts who live on campus. For some students, however, commuting is a better option because it keeps them focused. Interestingly, some students feel that being a commuter helped them to improve their academics. Rachele Walter of Front

Range Community College in Colorado noted, "When I go home, it is easy for me to have uninterrupted homework time when I need to get something done. My homework gets done faster, and then I have more time to go have fun or to relax."

Campus life

Studies indicate that commuter students are less involved in campus life through clubs and school events. However, community colleges often try to designate club time during a time that is convenient to most students. For example at LaGuardia Community College in Queens, most classes do not run during club time and there are two designated days of the week clubs can meet. Walter continues, "When not living on campus, it takes more effort to be involved on campus, but it makes the experience that much better."

Personal life

Impacts vary depending on the students. For some students commuting can be tiring, but some find the silver lining in their situation. Walter notes, "I have gotten a chance to grow up and learn how to live on my own

'Commuters graduate at lower rates than those living on-campus.'

and deal with more responsibility. For example, I started paying my own rent and bills. To do this, I learned how to balance household chores, work, and school and have found an enjoyment out of this accomplishment."

If commuting to campus is your only option, there are things you can do to make it an



easier experience:

Leave early

Khadijah Shuaib, a sophomore at LaGuardia Community College who has a 45 minute commute to school taking the train says, "I think commuting does not have a negative affect on my schooling unless I'm taking the MTA and there are delays." She offers this advice, "Leave home a little earlier".

Have a good schedule

Anny Tsee, also a sophomore at LaGuardia Community College, who has a 30 minute commute via train, feels, "I don't think [commuting] affects me because it's quite near where I live and transferring two trains is pretty normal." She suggests having a good schedule.

Seek employment on campus

Tom Delahunt, vice president for admission and student financial planning at Drake University, a private residential campus in Iowa, suggests that a way to be more involved in student activities is to look for a job on-campus as a way to earn money and engage in the college community. Working on campus eliminates extra travel costs associated with outside work and

can even help to reduce levels of stress.

Talk to someone

There are programs in place to make commuting time and costs easier for students, such as ASAP (Accelerated Study Associates Program), which provides free public transportation cards for up to three years while a student is attending classes, or even SingleStop, which can help or refer you to an agency that can find housing closer to the school, thereby reducing your commute time. Speak to your advisor to inquire about programs that exist on your campus.

While the jury is still out on the impact of commuting to school has on students, each individual circumstance is different and can be leveraged, with the right planning!

Telijah Patterson is a full-time student at LaGuardia Community College majoring in International Studies.



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Fixing med school high-stakes culture

Glen Jacobs
Special to Campus News

Medical school has never been a walk in the park. But today's doctors-in-training have it particularly hard.

By the end of this decade, the total store of medical knowledge will double every 73 days. Those who graduate medical school in 2020 will have seen humanity's collective knowledge of medicine double four times over the course of their education.

One would expect med schools to do everything in their power to help students master this ever-expanding store of information and apply it effectively and compassionately.

Yet the hyper-competitive culture at most med schools works against this goal. This "sink-or-swim" mentality must go.

Med school leaders need to implement an approach that encourages students to collaborate with and seek assistance from teachers, administrators in student-support roles, and fellow students. Doing so will equip them to cope with the challenges they'll face in their careers.

The demands of medical school can be overwhelming. While keeping up with classes, med students must apply for residency programs and research opportunities -- and prepare for their licensing exams.

This workload is made more burdensome by a cutthroat culture. At many institutions, students who fall behind are vulnerable to shaming from fellow students and instructors.

More than 40% of med students who graduated in 2016 reported being publicly embarrassed at least once during their training. More than one in five said they'd been publicly humiliated.

A culture characterized by intimidation can lead to callous behavior towards patients. In one survey of third- and fourth-year students at six medical schools, 98 percent reported hearing physicians refer to patients in a derogatory manner.

Fortunately, institutions are creating programs that replace destructive cultures with those that promote compassion and collaboration.

At the medical school where I work, St. George's University,

'Forty percent of med students were publicly embarrassed.'

our Department of Educational Services provides students with extra academic support. All are encouraged to join collaborative learning groups. The Department's Academic Enhancement Program, for instance, organizes students in small groups, each with a faculty advisor.

Our students also work with learning strategists to address issues like time management and test anxiety. These programs aren't solely for those who are struggling; students at all achievement levels participate. Academic student support and collaboration have become key components of the culture at St. George's.

We're not alone. This approach is gaining steam at universities worldwide.

At Nelson Mandela University in South Africa, students engage in small-group learning programs run by upper-classmen. These sessions improve students' academic performance by giving them the space to discuss study strategies.

A similar program has been established at the University of Guelph in Ontario, Canada. Trained student leaders serve as role models for younger students by helping them prepare for exams and develop efficient learning strategies.

Programs like these offer numerous benefits. They provide students with ample opportunity to address academic weaknesses and anxieties. This makes it more likely that students will master the material -- which should be the goal of every medical school.

Moreover, group learning teaches students how to collaborate. Over-emphasizing individual achievement leads to a professional egocentrism that "inhibits team-building across disciplines and fails to acknowl-

edge that most care is provided by teams of individuals," according to a recent report by the National Patient Safety Foundation.

It's time for a different approach to medical education that values collaboration among students and faculty -- and provides future doctors with the support they need to become skilled, humane medical professionals.

Glen Jacobs, D.Ed., is Vice Provost, Educational Services and Professor & Chair, Department of Educational Services, at St. George's University.



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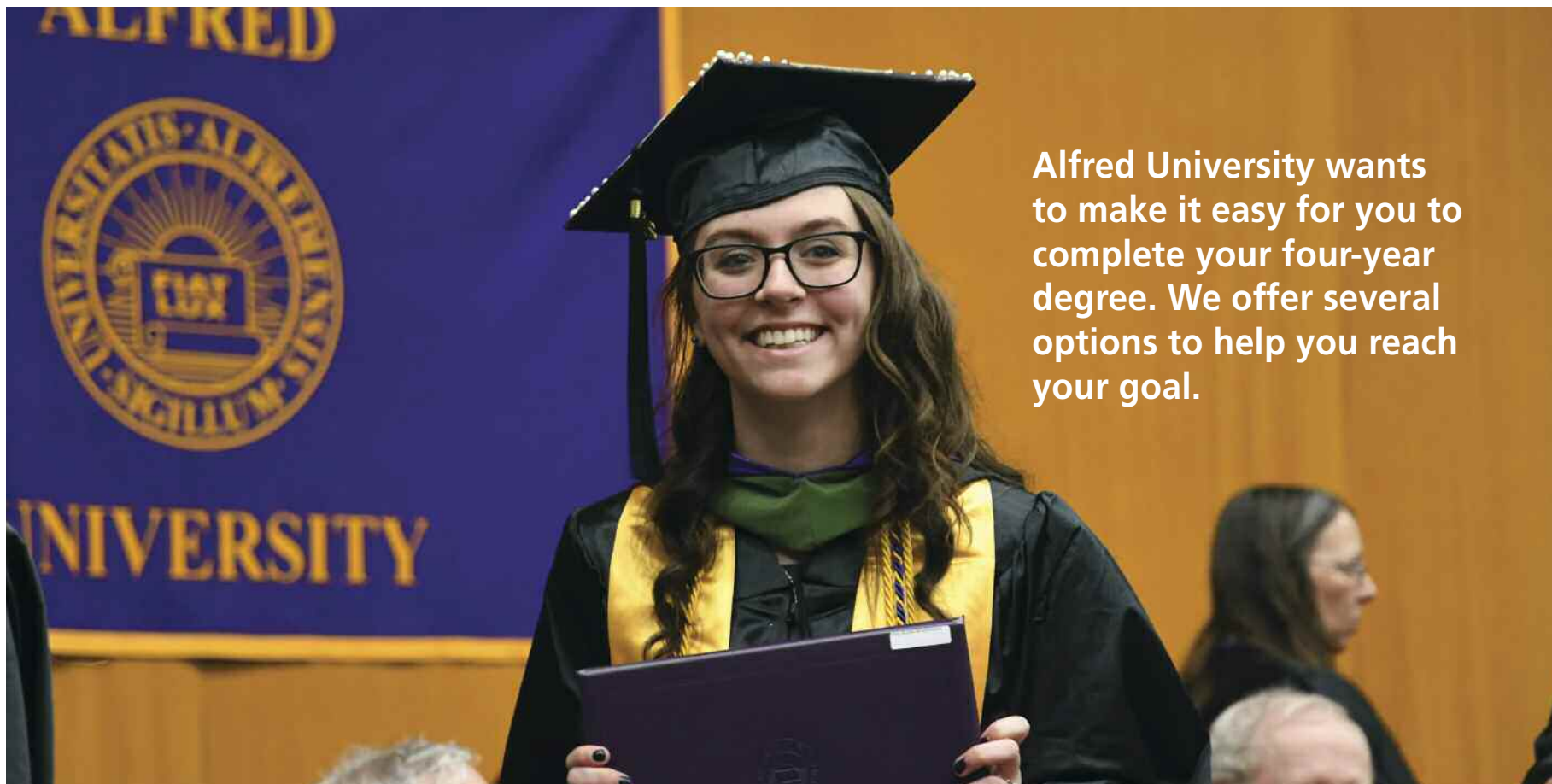
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Focus on underage substance abuse

Suffolk County Community College's Michael J. Grant Campus Chemical Dependency Counseling (CDC) Program has launched a community coalition to reduce underage alcohol use, tobacco and other drug consumption on the campus as well as in the surrounding Brentwood community. The effort is being funded by a \$690,704, five-year, New York State Office of Alcoholism and Substance Abuse Services (OASAS) – College Environmental Prevention Grant awarded to the college last year and unanimously adopted by the Suffolk County Legislature on February 6.

A newly formed campus community coalition is the driving force behind the effort and will implement strategies to reduce availability and problems associated with drinking, substance misuse and abuse.

Coalition members include representatives from various Suffolk County Community College departments as well as community members, including parents, teachers, law enforcement, businesses, reli-

gious leaders, health providers and other community activists who are mobilizing at the local level to make their communities safer, healthier and drug-free.

Prevention specialist and CDC Prevention Program Coordinator Kathleen Flynn-Bisson will spearhead the coalition's efforts. Flynn-Bisson said the coalition will focus on: preventing access or the methods in which underage youth procure alcohol e.g., fake identification or third party transactions; changing the campus community norms that promote underage drinking, and prevention and reduction of drug use including prescription misuse.

Flynn-Bisson said one of the first actions of the group was an Alcohol, Tobacco & Other Drug Survey to evaluate student's concerns, attitudes and knowledge about drinking and drug use, their experience with individuals who have been drinking,



and their own experiences with alcohol and other drugs. A random sample of Grant campus students were sent an email inviting them to participate in the survey that will be conducted three times over the next five years. The results of the survey will give the coalition a better understanding of current substance use issues and in turn will guide their prevention efforts.



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Profile: From community college to NYU

Ed Mongue
NCC Marketing Club

tion in Marketing Analytics.

Jonathan Salazar, member of the Carl Farbor Honors Program at Nassau Community College, has been accepted into New York University for Fall 2018.

Jonathan is an active influencer on campus, participating in extracurricular activities as President of The Marketing Club. He is currently interning at Daymond John's marketing and advertising consulting firm, The Shark Group. During his time at NYU, Jonathan will be pursuing a Bachelor's Degree in Leadership and Management with a concentra-

Any advice for students?

"Don't just let the time go by;; get involved on campus and learn what it means to be a student leader. My leadership on campus has helped me develop skills that will help me advance in my field. Take the opportunity and utilize every resource that is available to you. Start internships now, flirt with as many companies as you can."

What made you go back to school?

"After a 5-year gap, I decided it was time to go back to school and leave my job. I realized that



Jonathan Salazar

9 to 5 by Harley Schwadron



I was mistaking being happy for being comfortable. I felt like I was stuck in my career. I was uneducated and only had sales experience selling cars. I didn't want to be a salesman my whole life, and this is when I made the best decision of my life by going back to school. I walked away from a great income because I

believed in my bigger picture. If you have this feeling, take a chance and allow yourself the opportunity to open new doors."

Jonathan is aspiring to become a CMO one day, and is practicing every step of his plan to make it happen. When speaking to Jonathan, he mentioned something that stood out to me.

"When I want to accomplish a goal, I write it down. Once I write something down, it means something to me. I promise it to myself, it holds value," he states.

We should all practice this theory. Jonathan is a guy who understands that hard work beats talent, when talent isn't working hard.

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Transferring (cont.)

go away to school for two years, you always have the option of coming back home if you did not like where you went to school.

As you are selecting a geographic region to go to, you should also be thinking of your future job prospects. What jobs are in demand in this area and can I see myself relocating to this area after I graduate from college? Think about the cost of living where you live now and where

you may want to go away. What are the differences in costs to buy a home down the road?

After selecting a few colleges to potentially transfer to, go for a visit. You are going to be spending a lot of time at this college, so make the investment in time and go see for yourself. Set up an appointment for a tour of the campus. You will probably go on an interview, and you must always be positive on the interview. Ask

questions and be prepared.

An important part of the transfer process is seeing how many of your credits will transfer over. Look for articulation agreements that are in place. In the SUNY system, we have a SUNY Seamless Transfer program set up to make this more transfer friendly to students. As you look into transferring credits, you have to realize that most schools will only accept a C or better to transfer a course over. Bring a copy of your transcript when you go on your interview so it can be evaluated.

Yes, your GPA does matter when you try to transfer. Academics are important and you should make every attempt to improve your GPA to open more opportunities for yourself. Colleges also look at your GPA when awarding academic scholarships. Inquire about and apply for scholarships when you transfer.

You also need to be very cognizant of the concept of deadlines. Colleges have strict deadlines that you need to adhere to. The colleges have to set up their programs and need to fill the classes. Don't wait until the last minute and miss a deadline in the application process.

Continuing your education with a transfer to a four-year school is an important decision in your educational and personal growth. Try and follow these steps on the path to your success.

John DeSpagna is Chair of the Accounting and Business Administration Department at Nassau Community College in Garden City, N.Y.



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Should you consider franchising?

Prof. Steven Levine
Campus News

Have you ever been to the circus? If so, you probably saw the high wire act. Here is an individual, possibly 60 or 90 feet off the floor of the circus tent, walking across a wire with a pole for balance, possibly for a length of 30 or 40 feet. He or she walks very carefully, but suddenly a foot slips and that individual falls off the wire – 60 or 90 feet? That is a serious face plant that could probably lead to death or a serious injury. But wait! They bounce up before they hit the floor. Why? The safety net!

What does this scenario have to do with franchising? Let's think about this for a second. We know that when you start your own business it is a very exciting experience, but also extremely challenging. Where will you locate your business? What products will you make, how much inventory will you carry? Where will your customers come from? How will you build that customer base, and how will you market your product? This is where franchising comes in. Franchising is, in effect, the safety net. It allows you to start your own business, with the backing of an established firm that will assist you, so that as you start this venture,

your chance of success is so much greater. Let us assume that you want to purchase a franchise from McDonald's. Assuming that you are approved, they will select a location for you, which they feel has the potential to be profitable, and give you training in operating the franchise. In addition, they will provide you with the marketing materials, as well as giving you access to the purchase of McDonald's approved vendors for meat, cups, spoons, etc.

'It is, in effect, a safety net. Your chance of success is much greater.'

Now, all you have to do is operate the franchise, and make money. Doesn't everybody know what the golden arches stand for? You have an instant

customer base. So simple. But there are issues: You start the franchise and realize that there are items that you would like to add to the menu, but you can't. You would like to buy your meat and utensils from the local Costco, since you can possibly save money, but you can't. You notice another McDonald's being constructed very close to your location, you complain to McDonald's corporate headquarters, but your complaints fall on deaf ears. What happened?

What happened is that if something seems too good to be true, it probably is not true. All these situations are covered in a document called the franchise agreement. This is a document that you are required to sign before you are awarded the franchise. The agreement covers these situations, as well as what you can do, and what you are prohibited from doing. As one example; any meat, or food product must be purchased from McDonald's directly or a McDonald's approved vendor. This is done to maintain quality and consistency throughout all locations, however it limits your choices. Failure to abide by the agreement could result in termination of the franchise. To summarize, franchising is an excellent alternative to going it alone, but you must be alert at all times, and read everything BEFORE you sign it.

Steven Levine teaches Accounting and Business at Nassau Community College. He has an MBA from Baruch and has owned his own business and worked for Pfizer and Mobil Oil, as well as very large electrical distribution firms.



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Helping schools vs. active shooters

Alex Wieckowski
Campus News

There have been six school shootings targeting students and teachers in 2018. That's roughly one a week since the beginning of the year, a terrifying statistic. The most recent school massacre in a South Florida high school resulted in the unfortunate loss of 17 lives, one of the deadliest shootings on record.

School shootings have occurred at every level of the educational system, including elementary, middle, high, and college. With public officials making almost zero progress to prevent such horrific events, one company set out with the mission of making a difference.

Shortly after the horrendous Sandy Hook shooting, Tom Czyz decided something had to be done and started working to create Armoured One. Czyz wanted to find a way to help people in emergency situations. Working with a team of active shooter experts, he studied the history of shootings and created products to deter shooters and tactics on how to survive an active shooting.

Armoured One was founded by Czyz, a Sheriff's Deputy and SWAT team member with over 15 years of experience, and Tino Amodei, an experienced businessman. The team also consists of Mat Vance, who served over 10 years as both a scout in the U.S. Army and an independent security contractor overseas, and Michael Poland, who has spent over 20 years as a law enforcement officer, 16 years as a SWAT team member and 7 years as a SWAT Team leader.

The company has worked with hundreds of schools, as well as Fortune 500 companies in a variety of industries.

Armoured One's team travels across the country providing tactics and training for teachers and faculty on how to defend themselves during an active shooting scenario. By teaching more advanced methods than just lock-down drills, teachers and staff learn how to take action if a shooter enters the school building and how to fight back and save lives. The company also provides school security by training faculty, creating preparedness plans, and assessing possible threats.

One of their services, the active shooter training program, was created by SWAT Team Operators, Homeland Security Active Shooter Experts, a former Navy Seal Master Chief, Psychologists, and Teachers. The course is split into multiple levels and teaches skills and tactics in stages to better prepare school staff in handling an attacker.

The first level of the program consists of a presentation that covers past shootings and how to act if a shooting occurs. The second level focuses on teaching self-defense tactics to staff and faculty.

Groups are broken down into classes of 35 people and role players are utilized during the training event. The third level reviews tactics learned in the prior levels and teaches staff how to identify gunshots and how to act as a first responder. Each level is taught by SWAT Team Operators, Homeland Security, retired Navy Seals or retired Delta Force Operators.

When looking at the three deadliest school shootings, Armoured One states that all three



Tom Czyz, pictured, in Parkland, Fla.

'Have a single point of entry.'

involved the attacker shooting the glass to gain entry into the building. As a countermeasure, the company created glass products such as resistant security glass and film. The glass is shooter, attack, and bomb certified which is tested and based on the history of active shooters. It is available in a thickness as small as one-quarter of an inch thick.

The company states that the glass provides the energy efficiency

one would expect from an insulated glass unit while looking no different than standard glass, giving an element of surprise to anyone who tries to get through it.

One way schools can better defend themselves against active shooters is to have a single point of entry. Setting up only one point of entry and having a security guard behind bullet-proof glass would greatly deter shooters as most shooters enter schools by a side entrance or by shooting glass panels.

If a shooter does enter the

building, teachers and staff should remember the run, hide, and fight tactic. If it's possible to escape the area, do so quickly and quietly. If running is not an option, hide in a room with a lock, barricade the doors, and turn off the lights. Only as a last resort should anyone fight the shooter.

Czyz notes that school shootings are a complex problem. Both Congress and the President must act and reform in gun laws is needed. In the recent Florida school shooting, the 19-year old shooter, who murdered 17 people, legally purchased a semiautomatic rifle but wasn't legally old enough to drink alcohol.

For now, Czyz and his team will continue to do everything in their power to better prepare schools and their staffs in hopes of preventing any more of these atrocities from happening.

Armoured One states that schools may qualify to receive level one of their active shooter training for free. Teachers and school faculty who are interested in learning more should visit armouredone.com or email info@armouredone.com.

SUNY wins pathways grant

Chancellor Kristina M. Johnson recently announced The State University of New York is one of four recipients nationally to receive a \$2.1 million “Strong Start to Finish” (SSTF) grant to scale-up first year student success strategies across SUNY campuses to help more students earn a college degree. The SSTF grant is designed to address the college attainment gaps for historically-under-served populations including students from low income households, under-represented minorities, and returning adults. The grant will build on SUNY’s comprehensive framework to help students succeed and graduate that includes Guided Pathways; Math Pathways (Quantway/Statway); Developmental English;

multi-year collaborations and pathways; structured scheduling; bridge programs; first-year experience programs; coaching/concierge/advising services; early alert systems; and additional support for technical degree pathways and Pathways in Technology Early College High School (P-TECHs). These successful evidence-based practices are being scaled up across the State through New York’s Student Success Center. In addition, SUNY provides leadership for one of 15 Jobs for the Future Student Success Centers nationwide that support community colleges to develop student-centered pathways and increase student completion rates.

“For many students the first

year is the most daunting, and one that can sidetrack a student from completing his or her degree; that’s why SUNY campuses are working together to outline the need and work to build on successful pilot programs,” said Chancellor Johnson. “On behalf of our students, we are honored to receive this opportunity to expand our offerings to see more students graduate.”

“SUNY is committed to ensuring that every student’s first year will begin with the academic and non-academic support necessary to get them on a path to college and career success,” said SUNY Senior Vice Chancellor of Community Colleges and the Education Pipeline Johanna Duncan-Poitier.

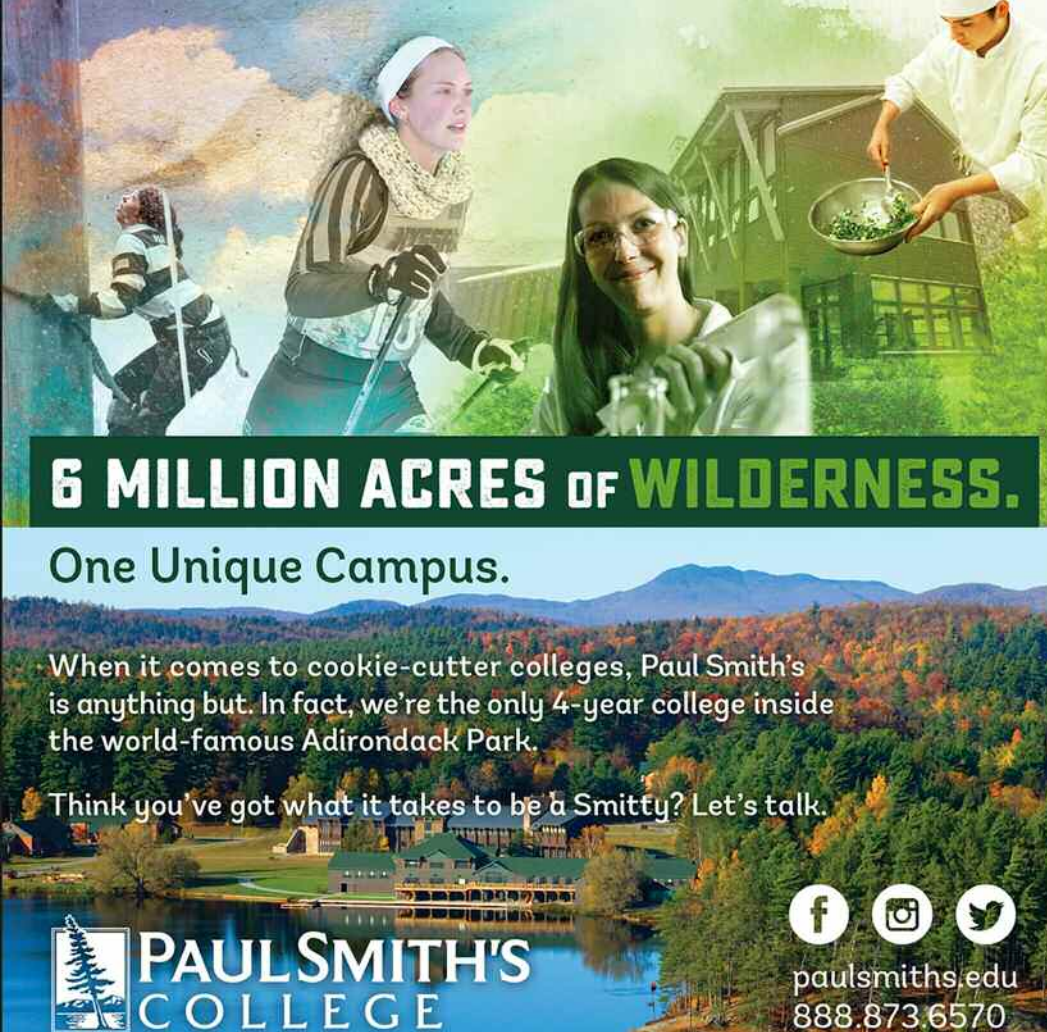
Non-credit technical courses

Berkshire Community College’s (BCC) spring slate of workshops include:

Dawn Stanyon of Professional Consulting is slated to present Social Media Hacks on Wednesday, March 21 from 10:00 a.m. to 12:00 noon. Cost is \$35.

Amy Chin is scheduled to offer Introduction to Social Media on March 20 & 22 from 3:00-5:00 p.m. Cost is \$45.

For more information about BCC’s full schedule of offerings and online registration, visit www.berkshirecc.edu/workshops or call 413-236-5202.






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Nassau wrestlers are national champs

Danaiya Byrams
Special to Campus News

In a total team effort, the Nassau men's wrestling team has won the 2018 NJCAA Division III National Championship! The multi-day tournament was the conclusion to a long, hard fought, and challenging season. This is the ninth time Nassau men's wrestling has won the Division III National Championship.

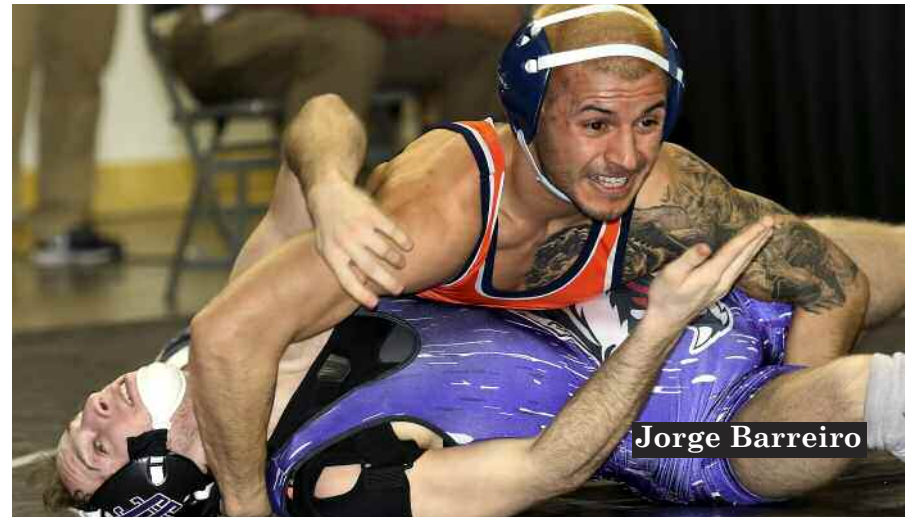
Along with the Championship, three men were named All-Americans, Chris Meloni, Michael Abidin, and Jonathan Solorzano. Nassau had 10 wrestlers named Academic All-Americans including seven starters.

Chris Meloni finished in sixth place after falling to Jasiah Williams from Clackamas CC, going 2-2 at the tournament. Michael Abidin also finished in sixth place after falling to David Kelly from Barton CC, concluding the tournament with a 3-2 record. Jonathan Solorzano finished in seventh place after de-

feating Jimsher Sidhu from NIACC, improving to 3-2 at the competition.

Although they did not place, Jorge Barreiro, Kyle Mock, John Aceri, Lucas Pincus, Antonio LaRocca, and Zachary Knighton-Ward were able to score crucial points that helped Nassau take home the Championship. At the tournament, multiple coaches complimented the team on how great of a team effort they put forward.

Following the tournament, Coach Paul Schmidt said, "I am extremely proud of what these men were able to accomplish on and off the mat this year. It is extremely difficult to reach this stage and it is even more difficult to compete well at this level. We would not be where we are without the guidance of our tremendous coaching staff, Vougar Orounjov, Tyshawn Scarlett, Sam Thomas, and Mac Maldarelli. We are very proud to represent Nassau, and the College community has enabled us to achieve our goals."



Jorge Barreiro



Michael Abidin

Danaiya Byrams work in the Sports Information Office for NCC.

Suffolk gets top seed

The 25-2 Suffolk County Community College Men's Basketball Team won in overtime on Feb. 20 against Borough of Manhattan Community College, 107-100.

This win solidified the Sharks number one seed position for the Region XV Tournament, March 2 – March 4, to be held at Suffolk's Brookhaven Gym on the Ammerman Campus in Selden.

The Sharks will be playing the 7:30 p.m game on Friday, March 2. The team's opponent had yet to be determined as of press time.

All games for the tournament will be live-streamed on the Suffolk County Community College website, at www.sunysuffolk.edu.

The team includes:

(Back row): Asst Coach Kareem Abdur Rahman, Jonathan Rivera (Brentwood), Ryan Graziano (Dix Hills), Tyree Grimsley (West Babylon), Juwan Veneable (Port Jeff), James Singer (Farmingville), Myquel Matthews (Central Islip), Justin Leonard (Dix Hills), Keith Palmer (Brentwood), Asst Coach George Holmes, Head Coach Victor Correa. (Front row): Jonathan Agostino (Centereach), Jaye Bookhart (Bellport), Darius Townsend (Nesconset), Tyler Hammond (Medford), Jaylin Montalvo (Wheatley Heights), Steven Tynes (Brentwood), Cashwayne Hutchinson (Bronx), Adam Esfandiari (Stony Brook).



Training for corrections officers

Columbia-Greene Community College, the Columbia County Sheriff's Office Corrections Division, and the Greene County Sheriff's Office of Corrections have announced a new, pre-employment basic-training course for corrections officers, slated to begin Monday, March 5.

Designed for individuals seeking careers in municipal corrections, including within city- and county-operated facilities, this 192-hour course is approved by the New York State Division of Criminal Justice Services (DCJS) and satisfies the phase-one requirements of the DCJS Basic Course for Corrections Officers (phase two is completed in a post-employment setting).

The program was developed by members of both the Criminal Justice department and the Office of Community Services at C-GCC, in partnership with members of the corrections divisions of both the Columbia and Greene County Sheriffs' Offices.

Sgt. Jeremy Huyck of the Columbia County Sheriff's Office Corrections Division, who will serve as the program's first director, explained that the 12-week course will meet in the evenings, with some weekend sessions, and will be taught by experienced corrections or law enforcement officers who hold DCJS Instructor



Certifications. "Our goals in designing the program are to open new career doors, enhance the employability of those seeking jobs in corrections, create networking opportunities, and overall, enhance people's futures in law enforcement," he said. "Corrections officers are an important part of our communities, ensuring safety and security." For more information call 518.828.4181 ext. 3342.

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2-year college students can study abroad

Dennys Paulino
Campus News

Saying you'll travel the world, doesn't get you anywhere without a plan of action. Overwhelming as it may seem, there is a way to experience completely new environments, people, food and cultures. CUNY offers a way that is closer than you think, as a matter of fact if you're a CUNY student, you have all the resources you need to travel the world waiting for you to take advantage of them. Amazingly enough according to the Travel Registry of CUNY, if you meet all eligibility requirements for the world opening EPermit, a system that lets you take classes from another CUNY campus, you may apply for any study abroad program in any, yes any, CUNY college.

Living inside another country can be daunting at first, yet no great story came from playing it safe. Studying inside the CUNY system there is a luxury to be had in pursuing knowledge in New York City. Studying in this city means being surrounded by many different cultures. Yet nothing compares to experiencing different cultures first hand through travel. In "The Fairytale of My Life: An Autobiography" by Danish author Hans Christian Andersen, he mentions: "To move, to breathe, to fly, to float/To gain all while you give/To roam the roads of lands remote/To travel is to live." We move to learn, to experience, to flourish; there should not be anything holding us back from our desire to live our best life. Finances themselves are a barricade, yet don't seem as daunting when scholarships get involved. Scholarships are plentiful for CUNY students, and can be based on such things like cultural backgrounds, arts, literature, media and many other

areas. For more information on scholarships, speak with an advisor, and look for study abroad programs on your college website! Wanting to travel is the first step in expanding your horizons, the second is putting the pieces together with the help of CUNY to make it a reality.

The study abroad courses vary on which semester is offering the course you should decide to apply for. Ever take Spanish, yet never got the hang of it? Study Abroad Spain is being hosted by BMCC in Oviedo, Asturias, Spain, with a course in Hispanic Heritage. In this program you would not only be exposed to new works of literature, but be engulfed by the culture that surrounds your daily activities. Eating new foods, visiting new locations and best of all meeting new and exciting people. If you qualify for EPermit, any CUNY campus you attend lets you apply. Deadlines vary on which semester the course is being applied, so check each deadline for the program you have applied for on the travel registry website; time is always ticking.

In addition to BMCC's program in Spain, Queens College is hosting the study abroad program Technology, Industry and Culture in 21st Century Japan, which focuses on lectures on the topics of Japanese robotics, environmental and life sciences, computer science and engineering. In this program you won't only speak about the advances in technology happening in Japan, but experience them first hand. Studying abroad also helps you complete your curriculum! When speaking with an advisor about study abroad programs, it



is ideal to choose a course that fits the purpose of your chosen major; so not only will you live through experiences that will carry with you for life, but also complete your curriculum at the same time. Specifying your search is also something that can be done throughout the travel registry on CUNY; programs can be looked for by categories such as country of interest and/or field of study, fitting any need. Going to the travel registry link for CUNY

Expanding your knowledge while traveling is something CUNY can help you with. On the CUNY study abroad site there are student stories about their experiences with their specific program. One of those students, Alexis Rizzica from CSI, who studied in Florence, Italy, states, "This, so far, has undoubtedly been the best experience of my life... I never want to come home!" This student story along with many others detail how the impact such a decision

to study abroad has had an empowering push for success in their lives, pushing their knowledge of their studies forward. Having all these options to study abroad can be confusing, but you are not

'This, so far, undoubtedly has been the best experience of my life.'

would give you critical information on how to prepare for traveling abroad. Information that includes airfare, travel insurance, program fee and others such as a minimum budget for meal cost. Each program has their specific cost and requirements that must be met prior to applying. The travel registry for CUNY is your key to a wealth of knowledge.

alone in your journey to study abroad. CUNY will help provide information on how the process works. Understanding how another person lives is crucial for self-development and growth; through the study abroad program in CUNY you have the option to pursue knowledge in another country. Advisors are there to assist; prepare yourself, you have a trip to plan.

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Campus News photos on exhibit

Award-winning Campus News contributing reporter and photographer Dave Paone is having an exhibit of photographs at the South Country Public Library for the month of March.

The exhibit is called, “Photographs for Newspapers and Magazines,” and is just that: photographs presented along



side the periodicals they were published in. A Campus News photograph and front page are included in the show.

The library is at 22 Station Road, Bellport, Long Island, New York, 11713. The reception is Sunday, March 4, from 1-3 pm. The exhibit ends March 31. All are welcome.

‘Breaking Boundaries’

“Breaking Boundaries,” an exhibit of collages and paintings by Garance and Jewelry by Elisca Jeanfonne will run from March 12 through April 14, 2018 at Suffolk County Community College’s Eastern Campus Lyceum Gallery. A reception will be held March 21 from 4 to 6 p.m.

“Breaking Boundaries” is a celebration of the creative spirit of two artists who have chosen the unexpected, over more conventional forms of art making.

Elisca Jeanfonne, of East Hampton, creates jewelry that at times borders on body sculpture, crafted from “upcycled” items. Garance, of New Suffolk, NY, will be exhibiting her mixed media painted collages on canvas ranging in sizes up to six feet. A type of visual poetry, Garance layers images of animals, people, plant-life with her calligraphic text in gestural paint strokes. Her work is pictured.





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By David L. Hoyt and Jeff Knurek

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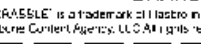
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R₁

A₁

M₃

S₁

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A ₁	U ₁	Y ₄	L ₁	P ₃	F ₄	L ₁
E ₁	I ₁	O ₁	R ₁	X ₈	F ₄	B ₃
E ₁	I ₁	O ₁	C ₃	N ₁	B ₃	Z ₁₀
E ₁	I ₁	M ₃	L ₁	R ₁	P ₃	C ₃
E ₁	I ₁	U ₁	S ₁	S ₁	D ₂	M ₃

RACK 1

RACK 2

RACK 3

RACK 4

RACK 5

PAR SCORE 270-280

BEST SCORE 368

FIVE RACK TOTAL

TIME LIMIT: 25 MIN

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JUMBLE

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by Mike Argyior and Jeff Knure

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One letter to each square,
to form four ordinary words.

DANGL

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VASUE

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CURPSE

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GETRUD

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Answer here: "

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 "

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Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

Community college sports roundup

C-G Women Make Finals

The Columbia-Greene Community College Women's Basketball team earned their first-ever NJCAA Division III national poll listing on February 21, recording a fifth place ranking on a powerhouse team about to wrap up their last week of regular season play.

To celebrate their success, C-GCC hosted a Pep Rally on campus on Feb. 27 in the Hudson River Bank and Trust Foundation Dining Hall. The Twins women also played their first post-season game at home the same day, at 6 p.m., against Jefferson Community College for the first round of NJCAA playoffs.

In addition to their national ranking, the Twins women were also well represented in the Mountain Valley All-Conference: All'aha Albright,

Casirirs Ruiz, and Daniella Weinschreider all were named to an All-Conference team and Tanisha Edge was named 2017-18 Player of the Year for the second time in a row.

Schenectady Bowlers on a Roll

Congratulations to the Women's and Men's Bowling Teams who both won the Region III Playoffs in Utica, N.Y., Feb. 17-18.

The Women's Bowling team captured the Region III Championship for the fifth consecutive year. Leading the team was Jenna Lemke (a graduate of Bethlehem High School) with a first place and tournament MVP finish, Lauren Piotrowski (a graduate of Schenectady



Columbia-Greene CC

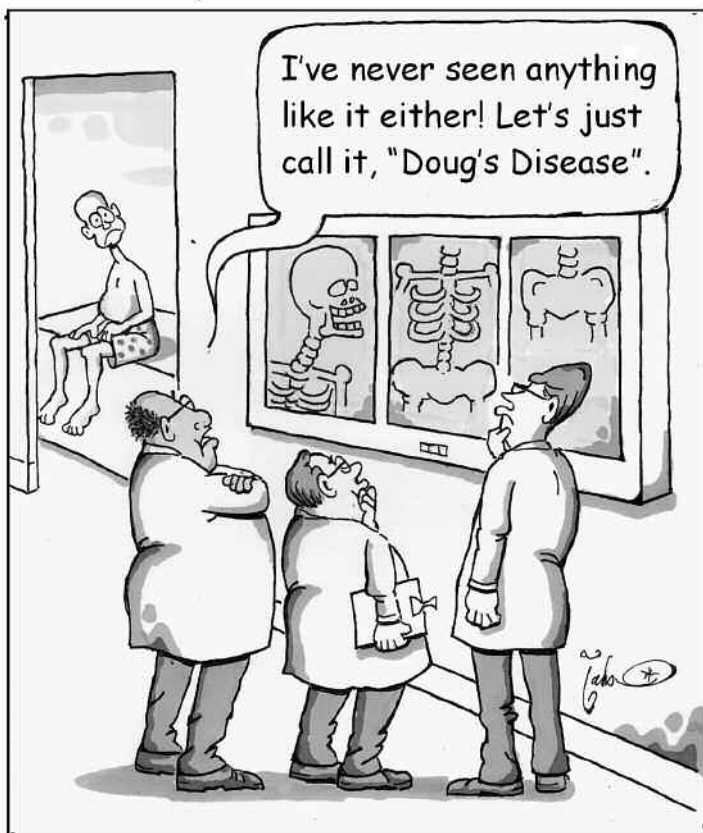
High School) with a second place all-events finish, and Natalya Porcello (a graduate of Colonie High School) with a fourth place overall finish in all events.

The Men's Bowling team captured the Region III Championship for the sixth consecutive year. Leading the way was

Christian Chiarito (a graduate of Schenectady High School) with a second place all-events finish and Alex Alesio (a graduate of Mohonasen High School) who finished eighth overall.

Next up for the Royals is the NJCAA National Championship in Buffalo, N.Y., held March 1-3.

Off My Meds.net© Copyright 2018 L. Taha



At this point, Doug knew that this was more than just a routine checkup.

MVCC forfeits year

Mohawk Valley Community College has announced that an individual within the Athletics Department allegedly violated National Junior College Athletic Association (NJCAA) bylaws causing the College's women's basketball team to forfeit the remainder of the season. The individual has been placed on administrative leave as the internal investigation is ongoing.

The allegation involves violation of the NJCAA Athletic Scholarship and Grants-in-Aid Guidelines for Division III colleges. The NJCAA ruled that during May-July 2017, the individual provided assistance exceeding the permissible limits listed in Article VI, Section B.1.a.iii, which violates NJCAA bylaws. Under Article VI, B.1.a.iii. of the NJCAA bylaws,

Division III programs may not provide any athletic scholarship/aid of any kind. As a result of the violation, MVCC forfeited all games in the 2017-18 season.

"We recognize the emotional toll and significant impact for all involved," said Gary Broadhurst, associate dean of Athletics at MVCC. "To lose an entire season like this is certainly difficult. But MVCC is proud of our athletic programs' tradition of excellence, and, more importantly, its integrity, and as such, we are taking immediate and appropriate action based on the information provided. We will continue to hold ourselves to the highest standards of integrity to continue a tradition of excellence for our student-athletes and continue the proud history of Hawk Athletics."

CAMPUS News

is published once or twice monthly during the school year and distributed to over 37 New York, New England and New Jersey two-year colleges.

Regular Writers: Writers are usually college students, very recent grads or staff/faculty, including Telijah Patterson, Prof. John DeSpagna, Peter Briguglio, Gianluca Russo, Prof. Jack Mandell, Laura LaVacca, Jonathan Lopes, Kaylee Johnson, Aumma Begum, Alex Wieckowski, Purnasree Saha, Dave Paone and Prof. Steven Levine. Additional writers include the publisher/editor, the occasional student freelancer and college interns working for the Scripps Howard Foundation Wire.

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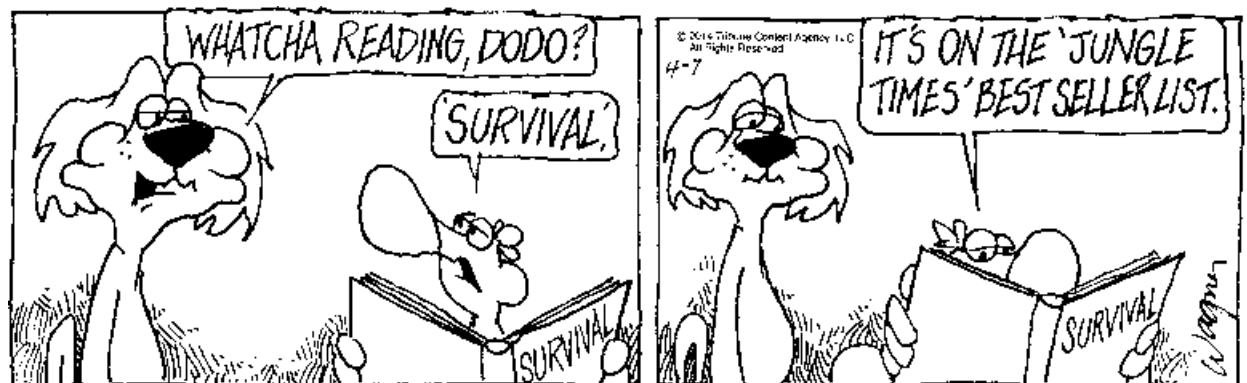
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Obama adviser on sexual harassment

As part of its recognition of Sexual Harassment Days, Nassau Community College is honored to present Jocelyn Frye — Former Director of Policy for First Lady Michelle Obama and former Deputy Assistant to President Barack Obama — who will discuss “Combating Sexual Harassment in the Workplace: Beyond the Rich and Famous” on Monday, March 12, at 11:00 a.m. and again at 2:00 p.m. in Room 252-253 of the College Center Building.

Jocelyn Frye is a Senior Fellow at the Center for American Progress where she helps lead policy development for the Women’s Initiative, focusing on a wide range of women’s economic security issues, such

as employment issues, work-family conflicts, pay equity, equal employment opportunity and women’s leadership.

Prior to joining American Progress, Frye served for four years as Deputy Assistant to former President Barack Obama and Director of Policy and Special Projects for former First Lady Michelle Obama, where she oversaw the broad issue portfolio of the First Lady, with a particular focus on women, families, and engagement with the greater DC community. Her responsibilities included working on Michelle Obama’s two signature initiatives, combating childhood obesity and supporting military families. She also managed the young women’s

component of the White House Leadership and Mentoring Initiative, a program connecting selected local high school students with current and former White House staff as mentors, and providing students with a mix of career exploration, college preparation and educational opportunities.

Before joining the Obama administration, Frye served as general counsel at the National Partnership for Women & Families, where she concentrated on employment and gender discrimination issues.

Frye received her undergraduate degree from the University of Michigan and her law degree from Harvard Law School. She and her husband



reside in Washington, DC.

For more information about “Combating Sexual Harassment in the Workplace: Beyond the Rich and Famous,” which is free, open to the public and accessible to the disabled, call 516.572.7148.

Study abroad in Ireland this summer

SUNY Ulster is offering a study abroad session this summer in Ireland. The trip runs from June 21-July 2. One of SUNY Ulster’s Professors of English, Nicholas Haines, will lead and instruct the course as members take part in experiential learning through on-site lectures.

Participants will be learning about the history and works of authors with roots in Irish literature and will visit a number of historical attractions throughout the country. Participants will earn three English credits. The class is open to all SUNY Ulster students, adult learners, and community members.

The theme of the study abroad session is “The Three Arts: Poetry, Prose, and Drama.” By taking the course, participants will earn three credits for ENG 206 Topics in Literature: Irish Studies. Participants will learn more about the works and history of Irish authors over the last 100 years, such as Yeats, Joyce, Samuel Beckett, and Roddy Doyle. Destinations covered in Ireland include Sligo, Galway, Limerick, and Dublin. Participants will tour a variety of cultural destinations including the Trinity College Library, Sligo Abbey, the Cliffs of Moher,



A scene from last year.

and Bunratty Castle.

Professor Nicholas Haines says, “The Ireland trip will give students the opportunity to experience Irish literature first-hand. We will visit some sites that will bring to life Ireland’s great literary culture and tradition, and in doing so, learn to appreciate those works even more deeply. From Dublin to the scenic western coast, this trip will bring students to the sites that inspired

and informed some of Ireland’s, and the world’s, great literary works from authors such as Yeats, Joyce, and Lady Gregory.”

The cost for the trip is approximately \$3,196, and this includes transportation to and from SUNY Ulster and the airport, airfare, shared accommodations, some site fees, and the three SUNY Ulster credits. The deadline for reservations is March 14. For more information, visit http://www.sunyulster.edu/academics/going_global/study_abroad/study-abroad-ireland or contact Chris Seubert, Program Coordinator of Academic Travel, at seubertc@sunyulster.edu.

The truth about grading, and soft skills

Darren Johnson
Publisher, Campus News

I envy the professors who can give Scantron tests. I really do. They run the little No. 2 leaden dots through a machine and know your exact score.

In the one math course I took in college, the instructor was able to very assuredly tell me my 79.6% average in the course couldn't qualify me for a B, which needed an 80. I guess the stats don't lie. I had no defense. No appeal.

But the non-STEM courses I teach – and the ones many of your instructors teach – may have more gray areas. Yes, our grading can be a judgment call – but it's a judgment call based on a combination of our experience in the field, the many more years of serious schooling we have had compared to you at this point in your life and the hundreds of students we have seen before you. Like it or not, we instructors are the “authority” and we earned this position. We may even be a bit *overqualified* for it.

Most of my assignments are practiced-based, meaning they simulate real-world work you soon will be doing upon graduation.

These are some of the things I consider when drawing up grades:

Would this work make it in the real world? Or, at least, does it show great effort, care and potential for improvement? Just the right grade can be a nudge for that student to do better. The wrong grade – either too easy or too hard – could make the student complacent or discouraged to the point of giving up. That latter student will then just “go through the motions” the rest of the course, resigned. But a grade that may be a bit optimistic – offered with the right comments – could propel that student to up his or her game.

I take great pride in that my students finish strong in my courses. It takes getting to know each and every student and what kind of carrot on a stick they need. The 4.0 student may merely need to be hovering around 92 or 93 to be just nervous enough to keep sprinting to the finish line. The 2.0 student needs hope – they need to hit the occasional home run. Babe Ruth, after all, struck out more times than homered. The instructor needs to nurture these students – meet them before and after class, even if just for a few minutes, find out their interests. Check in with the occasional email. Basically, care.

But, it's also our responsibility as instructors to **be sure you, the student, truly are ready for the next level** – whether that is the workforce, transfer or grad school or just the next course in the



sequence. It wouldn't be fair to your future employers and instructors if we didn't properly teach you the subject matter; and it's not right if we pass you although you did not attain competence. That would mean your next instructor will have more work to do to get you up to speed. Or it could be “setting you up to fail.”

How you interact with the instructor matters. The 4.0 students are pros. They know to make the right contact with the instructor; the occasional homework related question after class, an email here and there. Of course, they also do all of the work, per directions, as well, though sometimes they may lack creativity.

Something that helps your grade is your in-class performance. Are you yawning and hunched over? The instructor notices this. It kills the instructor's spirit and makes it harder for them to deliver in class. You're a downer. Do you come in late? Make a commotion? Do you help the instructor out when no one is answering a question? Classroom silence is also defeat-

ing for the instructor.

You're not in a bubble. These whole 15 weeks are an evaluation. The instructor has to make a judgment call based upon all of the data presented – and how do you treat this class? How to you compare to the students around you? Is your level of work a predictor or your future success?

Consider showing up to your next class five minutes early. Take your coat off. Sit upright, maybe in the front of the class. That person who always sits there doesn't own that seat.

Think of a point of conversation to engage the instructor with before class starts. These are the skills the 4.0 students have mastered. Some people call them soft skills, but most non-STEM jobs are all about soft skills. Master those and it may show the instructor that you are, indeed, mature and ready for this class ... and ready for the rest of your life.

Darren Johnson is currently a full-time instructor of PR and Advertising and founded Campus News over eight years ago.



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Mercy helps 2-year students transition

Laura LaVacca
Campus News

Transitioning to a new campus after graduating from a community college or even after completing high school can be a nerve-wracking experience for any student. The decision of where to apply, what paperwork to fill out and what credits will transfer can be overwhelming.

Mercy College, with its main campus located in Dobbs Ferry, New York, is a private liberal arts college. Founded in 1950, Mercy offers more than 90 undergraduate and graduate degree and certificate programs within five schools: Business, Education, Health and Natural Sciences, Liberal Arts and Social and Behavioral Sciences.

“Mercy is the #1 choice for transfer students looking to complete their degree at a private college. We transfer in approximately 1400 students a year,” Anne Gilligan-Evans, Director of Transfer Recruitment, explains.

The College’s mission is to provide educational access for traditional and nontraditional students. These include students those who have serious financial needs or perhaps those who are first generation-college students.

Small class sizes paired with affordable tuition rates makes Mercy a popular choice and viable option for students seeking an affordable, but good, college experience. Part time undergraduate credits are \$761 each while a full course load is \$9042 per term. Tuition rates are comparable to CUNY schools and financial aid packages and generous scholarships are available.

“Mercy’s tuition is comparable to CUNY tuition rates with many students with low EFC attending Mercy for less than \$1,500 a year – many being first

generation students. Many of our transfer students work full time to support their families and are adults looking to complete their degrees and move ahead with their careers,” Gilligan-Evans adds.

Scholarship opportunities include those for athletics, education majors, accounting students, those applying to the health professions and those enrolled in Honors College. The complete list can be found on Mercy’s website. The website also outlines the transfer process, necessary paperwork and articulation agreements that Mercy has with many surrounding schools.

“We have articulation agreements with community colleges throughout the New York region that guarantees a seamless transfer of credits. We also have transfer orientations at all our campuses,” Gilligan-Evans explains.

Worried about the lengthy process? She continues, “At Mercy we have a fast turnaround for evaluating credits. Students should know exactly how their credits are applied to their majors, not just know that they are accepted by the college. We accept up to 75 credits from a two-year college and up to 90 credits from a four-year college. Students can get all this information in one visit as well as register for classes.”

Mercy strives to be generous with the transfer credits they take. They acknowledge that students have worked hard at other institutions and that shouldn’t just be erased. “We try to take as much as we can,” Deirdre Whitman, Vice President for Enrollment Management states.

When students register, they are assigned a PACT advisor “to mentor and coach them in navigating the academic, student life, career preparation and financial



Main Hall

aid aspects of college.” These coaches are the point people students go to when any questions or issues arise. In addition to college life, they track academic progress to help students develop necessary career skills that can help them attain an internship experience or even a job after college.

It is this constant attention and engagement with faculty that results in high retention rates. “The national average of students meeting with an advisor is two times per semester,” Whitman, offers, “At Mercy, it’s 20 times a semester.”

Furthermore, students work with their PACT mentor and faculty advisor to complete a portfolio of their career experience for which credits can be awarded. “Many adult students returning to college complete our Organizational Management degree in Business. The core courses for this degree program (39 credits) are completed in one year over three terms and can be taken online,” Gilligan-Evans adds.

“We have great campus locations in Manhattan, the Bronx, Dobbs Ferry and Yorktown as well as distance learning classes!”

The campus is also very easy to navigate and commute to: “The campuses are very accessible to all forms of public transportation,” Whitman notes. “We make sure that we make everything very streamlined for commuter students.”

The campuses also house many gym facilities and cafes that commuters can access when not in the classroom. Those choosing to dorm will have a chance to take in the scenery. Residential halls are along the Hudson and offer amenities ranging from meal plans to computer labs with free printing.

In addition, upon completing construction of a new building with more study areas, there’s also a student commons that includes a convenience store, Starbucks café and a 5000 square foot fitness center. There’s also a newly constructed pedestrian quad and exterior gathering areas.

So, why Mercy? Simply put, “Individual attention from award winning faculty and staff, small class sizes, affordability, generous scholarship and need based financial aid packages,” Gilligan-Evans states. “Our students have the drive and grit to succeed.”

Two great locations: Transferring to St. Joseph's College in New York

Laura LaVacca
Campus News

With a large transfer population, St. Joseph's College welcomes students coming from other colleges with open arms. SJC is a transfer-friendly institution with about half of new students enrolling from other colleges. With two campuses, located on Long Island and in Brooklyn, students can choose to commute or dorm. Dorming is available at the Brooklyn campus. With classes having ratios of 15:1 and the wide range of undergraduate majors and minors, master's degrees and certificate programs, St. Joseph's is a great place to find a major that suits any student. There are online courses, dual degree programs and study abroad opportunities.

Transfers are attracted to SJC's flexible credit policies, affordable tuition, and strong academics. Vice President for Enrollment Management, Gigi Lamens acknowledges that the campus "recognizes that transfer students bring valuable learning experiences with them to our campus community and they enrich our student body."

Lamens explains that SJC strives to "keep the transfer process as seamless as possible." For example, students may apply online and use our online transfer credit system to review how their credits will transfer to SJC. Therefore, students have a leg up on knowing which classes are accepted and which they will have to enroll in. Furthermore, staff is always around to help with any issues that arise throughout the admissions and financial aid processes. Lamens also encour-



ages students to visit the campus and meet one on one with counselors "to plan the pathway to their degree."

A plethora of information about the process is available on their website. For example, SJC Brooklyn will accept up to 64 credits from a regionally accredited two-year school, and up to 90 credits from a regionally accredited four-year school. They will also accept comparable courses in which a grade of C- or higher was earned but some courses require a higher grade point and students should inquire further about specific subjects.

There are also quite a few special programs for transfer

students. All new transfer students take a one semester class called SJC 200 which is designed to facilitate a smooth transition. This course introduces students "to the mission and goals of St. Josephs Col-

**Ranked by US News
& World Report as one
of the country's most
affordable colleges.**

lege." Lamens continues, "Additionally students explore learning and research skills, opportunities for campus and community involvement, and the nature of the liberal arts as envisioned by SJC."

Transfer students are also

offered the opportunity to enroll in dual BS/MS or BA/MS programs.

They also have a special honors program in place—"in fact, former Congressman Tim Bishops teaches one of the honors courses," Lamens proudly shares. As per their website, selected students will take courses with dynamic faculty, have the opportunity to travel both abroad and in the United States. They will develop skills to help them excel in graduate school and their future careers.

Lamens wants prospective students to know that there are a multitude of reasons to consider SJC. "SJC has the highest graduation rate of any college on Long island—public or private." Contributing to this could be the small class sizes

(cont.)

and the mentoring relationships that exist between professors and students. All classes are taught by professors, “never a graduate or teaching assistant,” she emphasizes. SJC strives to offer a full college experience both in and out of the classroom from student activities, to community service opportunities to athletics—even internships.

“Our focus is, and always has been, on student success and achievement which is why our graduation rate is so high and why our graduates are successful in gaining employment and obtaining entry into graduate and professional schools.”

The campus has also won many awards. In addition to being ranked by U.S. News & World Report and Forbes as one of the nation’s best colleges to offer affordable tuition, expert faculty, programs and small classes, the Washington Monthly ranked SJC in the top



Long Island campus

10 of their “Best Bang for the Buck” colleges in the Northeast. Military Times and GI Jobs Magazine recently listed the college as a Best for Vets and US News rated their online programs among the best for

2017.

Changes to the campus are on the horizon with resident halls planned for fall 2018 as well as new nursing labs opening in the fall of 2017. A new student center was just com-

pleted.

For more information, check out St. Joseph’s website www.sjcny.edu or connect with them on Facebook, Twitter or YouTube.

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College
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College
NEW YORK



Molloy has perfected the art of transfer

Laura LaVacca
Campus News

Winning awards for its excellence is nothing new for Molloy College. Located in Rockville Centre, NY, the college is consistently named one of the top academic institutions in the Northeast by Princeton Review and US News & World Report. However, Dean of Admissions Marguerite Lane is most proud to share that most recently “Money magazine has selected Molloy as the #1 Value All-Star in the Nation!” The rankings were based on student retention, graduation rates, early career earnings of graduates and low loan default rates.

Dean Lane continues, “What this means is that students who come to Molloy stay at Molloy and graduate from Molloy. When our students graduate they succeed in their careers. In fact, in a Georgetown University survey, starting salaries of our graduates were among the highest in the country.”

The college has over 50 academic programs to choose from and many internship experiences. Programs ranging from education to nursing to business all have low faculty to student ratios of about 10:1. Just last year, the College opened the Hagan Center for Nursing, designed to support its nationally-ranked nursing program. The



Hagan Center features the latest technology in classrooms and laboratories. Each of the seven laboratories houses approximately 20 high-tech simulator “men, women and children” that students practice clinical procedures on. This will help prepare them for real-world experiences in hospitals and other medical facilities.

“Molloy was named the #1 college to study Health Professions by College Factual,” Dean Lane adds.

Putting these accolades aside, Dean Lane is adamant about the community at Molloy and cites the personal attention students receive as a reason for their close-knit community and success as an institution.

Transfer student Jan Mark Casco concurs, “Molloy’s campus is smaller and more beautiful [than other campuses on Long Island]. I do like that it’s basically in the middle of a residen-

tial area and that it’s open; it blends into the community, which adds more to the home-like feel.”

Casco, like so many other Molloy students, transferred to the campus after a community college or experience at another four-year school. Molloy has many programs in place to help such students.

There are different welcome programs including different orientations for different types of incoming students, “We have an orientation for transfers. They are a different population than those who are 18-year-old incoming freshmen from high school. Instead, they may be 20 or even 60-year-old students from different backgrounds,” Dean Lane explains. There is also a transfer day event and welcoming committee to help students adjust and receive mentoring.

“Being a transfer, I would give others a strong suggestion to take a proactive stance in everything from the application process to financial aid and coursework,” Junior Randy Gliebe offers. “Particularly with Molloy, the process was smooth and welcoming. If you have a question, either the person helping you will gladly assist or they

will redirect you to someone who can more effectively.”

Molloy has numerous articulation agreements with such colleges as Nassau Community, Suffolk Community and Queensborough to make transferring a smooth and easy process. Students who transfer to Molloy with an AA, AS, or

**The college
boasts over 50
programs and a
10:1 faculty ratio.**

AAS degree have their General Education requirements waived as well. The college website has a section devoted to incoming students and a

multitude of resources. Admissions counselors are available to sit with students and evaluate credits, program choices and help incoming freshman students on their educational journeys.

Transfer students should explore the website to be prepared about the process and make sure all requirements are met. For example, all accepted nursing students are required to take the Nelson-Denny Reading Test and a writing test in composition. These results are used to determine a student’s eligibility to take certain nursing and science classes.

Don’t forget to fill out financial aid and apply for scholar-



(cont.)

ships. There are even specific monies for transfer students.

“Molloy is one of the most affordable private colleges on Long Island. We offer Transfer Scholarships, Phi Theta Kapa Scholarships and we are a Yellow Ribbon Participant,” Dean Lane emphasizes. Transfer scholarships range from \$1500-5000. To be considered, scholarships are awarded to full-time undergraduate transfer students who have completed at least 30 credits of full-time

Molloy has transfer agreements with regional community colleges.

course work at a previous college and have a cumulative GPA



of at least 3.0. For nursing majors, the requirement is at least a 3.3 GPA. The Yellow Ribbon Scholarship is awarded to veterans, and more information is available on the website.

Aside from academics, the campus offers a vast opportunity for students to get involved in from extracurriculars to Greek life. With over 60 clubs and organizations, there is something for everyone. The American Sign Language Club, Business & Accounting Club and Club Italia are just a

few. Students may also choose to participate in student government or be a student orientation leader.

Dean Lane notes, “We have a vibrant student life which will help transfer students to become engaged and transition to our campus.”

“Be sure to integrate as much of yourself into the environment as possible for the sake of networking, socializing, and individual growth. Ask questions, to everyone,” Gliebe urges.

In addition to the many re-

sources and events on campus, the location of Molloy is also a plus. Students are in a great locale for internships and careers, being under an hour away from Manhattan. There are also many community-based internship opportunities.

Molloy strives to give students a solid education while also giving them real-world experiences.

For more information about the transfer process, please visit: www.molloy.edu/admissions/transfer-admissions.

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