APC Bulletin

Spring 2016

Turning the Spotlight on College and Career Readiness

The Association of Proprietary Colleges (APC) represents New York's degree-granting proprietary colleges – one of the state's four sectors of higher education.

Like all state colleges, New York's degree-granting proprietary colleges are governed by the state's Board of Regents. APC member colleges provide students with valuable educational opportunities and are focused not only on preparing students for their career, they are helping high school students get ready for college.

Approximately 40 percent of high school seniors in New York are prepared for college-level work. About twice as many students go to college.

Source New York State Education Department Aspirational Performance Measure (APM), a calculation that indicates college readiness.

Bryant & Stratton is Giving High School Seniors a Jump Start

High school students can be very apprehensive about managing a college workload. Thanks to Bryant & Stratton College's JumpStart program, students are getting to experience a college classroom firsthand – while they are still in high school.

Through a partnership with Bryant & Stratton College, Lancaster High School seniors can fulfil their English 12 requirement and experience a typical college composition classroom. Students who have elected to participate meet with two Bryant & Stratton faculty members weekly for 40 minute sessions.

Working in partnership with the Lancaster English 12 instructors, students receive instruction in the writing and research processes, as well as exposure to higher-order thinking strategies expected universally at two- and four-year colleges and universities. After successfully completing the course, students earn three college credit hours, at no cost.

"Opting to take the Bryant & Stratton course for college

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Bryant & Stratton College's JumpStart Program brings college level courses to high schools, enabling students to receive college credit before they graduate from high school - at no cost to the student.

Lancaster High School Senior, Carly Chomen (pictured), says the class has been a terrific experience and is helping her prepare for college in the fall.

credit was an easy decision," said Lancaster High School senior, Carly Chomen. "We are expected to perform at a college level, and while that is very intimidating, our professors are always there for support." According to Chomen, students compose a series of essays throughout the year that are used to support a final college-level research assignment. The essays are evaluated by Bryant & Stratton faculty using guidelines typical in freshmen composition courses. At the end of the year, each student is required to present to his or her research findings to the class.

"To make sure we will be prepared, our Bryant & Stratton professors spent a great deal of time explaining what goes into a good presentation. They even took extra time to present to us, which has been a tremendous help."

Bryant & Stratton College Instructor of English and Communications, Allison Flesher, said the college's partnership with Lancaster Central High School began in 2011 as a way to better prepare high school students for college.

"Lancaster was looking to partner with a college to improve college readiness," said Flesher. "And Bryant & Stratton was ready and able to assist."

Over the past several years, while college readiness continues to be a focus, the curriculum has been modified, enabling qualified students to receive three college credit hours. Jumpstart classes are available in all Bryant & Stratton College geographic areas (Western New York, Rochester, Syracuse and Albany).

Meet The Professor

Todd Melquist
Instructor at Jamestown Business College
Education: SUNY Fredonia – Bachelor of Business Administration (B.B.A.), State University of New York College at Buffalo – NYS Certification
Edinboro University of Pennsylvania – Master of Education (M.Ed.)

Q. How did you come to Jamestown Business College (JBC)?
A. I grew up in the area and attended Jamestown High School. I have always considered Jamestown home. After I graduated from SUNY Fredonia I landed a job in marketing and advertising. I enjoyed the position but felt something was missing. My wife always said that I would make a great teacher, so I decided to go back to school and give it a try. She was right, naturally. I love to teach. I really enjoy helping students move forward in their careers by providing beneficial lessons that go beyond the classroom.

My first position was a Jamestown High School teaching business, which included designing lesson plans to foster career development. JBC hosted a career day at the college for area high school students and I brought a group to meet the JBC representatives. From that day on, my connection with JBC faculty and staff grew.

Q. How did your work in the Jamestown Public School system help prepare you for your current position with JBC?
A. Working with, and understanding, the students really helped prepare me. Most Jamestown students have jobs. In fact, many work full-time to help their families make ends meet. Knowing this allows me to understand what

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motivates them. I often ask myself, "What can I provide, what can I teach these students that will ensure their success, and ultimately help their families and our community?"

Q. What is your favorite class to teach and why?

A.I have two: Integrated Marketing Communications, because students have the opportunity to develop their own marketing plans and advertising campaigns. They can create an advertising plan to rebrand an existing business or for the entrepreneurs in the group, they can craft a business plan for an enterprise they would like to open one day.

The second is a business management course. At JBC, each faulty member makes a point to meet with local business managers and owners. We ask employers what their current needs are, what industry changes they are observing, and what skills and traits they would like their employees to have. And many times they are looking for leadership.

They would like to see employees who are go-getters, those who want to step up and lead. This is what I address in my management course. How do you problem-solve to get the job done?

Q. How have the rapid advances in technology, including social media such as Twitter, Facebook and Snapchat, influenced the classroom?

A. While in-class, student use of technology can be a challenge, I've embraced it. I realize that students rely on their phones and/or tablets for many things today and separating them is difficult at times. I have tried to integrate technology and create positive use. I like our classroom discussions to be as interactive as possible.

For instance, there are several interactive platforms that truly engage students and increase participation. Platforms such as the poll everywhere app, nearpod.com, socrative, and plickers enable me to engage and assess students as learning happens. Through the use of real-time questioning, result aggregation and visualization, these applications provide instant insight into levels of understanding so I make better use of class time.

In the past, when I polled my classroom by a show of hands, only a couple of students would raise their hands. Now, with the use of these innovated new apps, I receive 100 percent participation. And that's what I'm looking for. We also use these platforms

when creating our own polls for market research.

Q. Tell me about JBC's new career readiness program. How is it different from other initiatives?

A. Employers need employees who are resourceful, employees who come to work on time, and who are able to meet deadlines. As a result, JBC recently introduced a new career readiness program, making the college and the student more accountable.

Each student is assigned a success coach who assists students not only with academic skills learned in the class, but with the personal and professional skills needed to become a well-rounded and productive employee. Success coaches also help students prepare for worst-case scenarios, such as, "what do you do if your car breaks down on the way to work?" They encourage students to stop and

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think, how can I accomplish this task? These are some of the things that will make them good employees.

Q. When you are not at JBC, where can you be found?
A. Home with family or on the tee-ball field.

Q. Which three people (famous or otherwise) would you most likely invite to be a guest speaker in your classroom?
A. Steve Jobs, various local business leaders, and (former Disney CEO) Michael Eisner.

Two truths and a lie:
- Is a scratch golfer.
- Was a local radio sportscaster.
- Zip-lined in the Amazon rainforest.

Two books on the nightstand:
The Coming China Wars and Inquisitor's Key

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Paving the Way for the Successful College Educational Journey

For high school students interested in exploring careers in business, fashion, interior and graphic design, criminal justice or legal studies, Berkeley College offers a Summer Workshop Series.

The two-day workshops are open to high school juniors and seniors and include a combination of site visits and hands-on classroom projects under the guidance of a Berkeley College professor.

"The summer workshops bring careers to life for students and encourages them to think about career paths and the area of study they would like to pursue after high school," said Gretchen Orsini, Berkeley College Associate Vice President, High School and Community Outreach.

Site visits connect students with business professionals - bring careers to life

Students enrolled in the fashion workshop learn about the many exciting and creative fields of the fashion industry. Former site visits have included trips to Ralph Lauren, Anne Klein, Steve Madden, and Tommy Hilfiger showrooms in New York City.

Business leadership workshop site visits have included behind-the-scenes tours of Tiffany's Distribution Center in New Jersey, Google and the New York Stock Exchange in Manhattan. Criminal Justice workshop students met with judges, prosecutors and attorneys.

These workshops include visits to courthouses and correction facilities. Students interested in law enforcement may have the opportunity to participate in a SWAT team drill.

A trip to an advertising agency in Manhattan last year offered students in the graphic design workshop an opportunity to speak with graphic designers, typographers and visual marketers, while interior design students learned about the architecture inside

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Lambert Castle and Ballantine House museums.

"The site visits are an important component of the workshops. They help students to understand how the skills they will learn in the classroom are being used every day in the workplace," Orsini said.

Jumpstart offers incoming students the extra help they may need

Some students need help in preparation for the higher level of work they encounter in college. For these students, Berkeley College developed the Jumpstart program to address a student's specific needs. The Jumpstart program gives students the opportunity to take optional remedial courses at no cost before they begin their studies at Berkeley College. The program is offered to high school and adult students and is held throughout the year.

The College of Westchester's Summer Exploration Academy Offers College Credit to Incoming High School Juniors and Seniors

For high school students entering their junior or senior year, The College of Westchester (CW) offers four college courses during the summer months, allowing students to get a head start on their college education.

Students can choose from a variety of courses, such as:

- Oral Communications, which covers the organization of thoughts, voice control and requires as series of presentations;
- Principles of Marketing, examining the process, organization and buyer behavior, as well as product marketing and management, distribution, promotion, and pricing;
- Healthcare Law and Ethics – introducing students to a variety of ethical matters that a healthcare professional may encounter during the course of his or her careers; and
- Computer Forensics, using scientific software to examine digital media, past and current computer operating systems and computer hardware for evidence of a crime.

"Today a college education is more important than ever," said Mary Beth Del Balzo, president of The College of Westchester. "Yet all too often high school students become overwhelmed by the idea of taking a college-level course. Our Summer Exploration Academy allows students to take a college course in a supportive environment. This builds their confidence and encourages students to continue their education. It also enables students to see where their interests lie."

Learn more about this program at: www.cw.edu/summer-college-hs-students

LIM College Named to Phi Theta Kappa's "Transfer Honor Roll"

Recognized as one of the nation's top colleges and universities supporting community college transfer students

LIM College has been selected by Phi Theta Kappa as one of 40 top colleges and universities nationwide that are creating dynamic pathways to support students transferring from community colleges.

Phi Theta Kappa is the oldest, largest and most prestigious honor society recognizing students pursuing two-year degrees.

It is made up of more than three million members and nearly 1,300 chapters in nine nations. Phi Theta Kappa's inaugural Excellence in Community College Transfer Honor Roll identifies the top four-year colleges and universities offering exemplary programs, initiatives and benefits for community college transfers.

Institutions named to the list were judged based on engagement, collaboration, impact and achievements related to the transfer of community college students.

Partnerships, support systems, admissions outreach, scholarships/ financial aid, student engagement opportunities and institutional priorities also were considered.

Left : Lauren Fisher, Connor deGuehery, Celestine Diehl, John Lynch, Mandisa Samuel and Jessie Rix.

One of the ways LIM provides unique support for transfer students is through an event called "The Real Transfers of LIM." Held each semester, it brings together incoming, current and alumni transfer students to network and share personal experiences, with an emphasis on career-building opportunities.

"We are honored to be named to Phi Theta Kappa's first Transfer Honor Roll," said LIM College President Elizabeth S. Marcuse. "Transfer students make up a sizable portion of the student body. Our goal is to make their transition to our community seamless, and to provide these students with the most supportive environment possible for pursuing an education in the business of fashion."

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LIM College Showcases Student Talent

Above: Students attend LIM College's annual student-produced fashion show. This year's show, held at the Intrepid Sea, Air & Space Museum on April 15, was the culmination of several months of work by many LIM College students. Fashion publicist, TV personality, and New York Times Best-Selling Author Kelly Cutrone served as the celebrity guest host.

Located in Manhattan – the nation's fashion and business capital – LIM College provides students with vast opportunities for hands-on experience and professional development.

Alumni have gone on to excel at top companies, including The Jones Group, Saks Fifth Avenue, Barneys New York, Harper's Bazaar, and Chanel.

First Time Competitors, The College of Westchester Enactus Team Receives Award

The College of Westchester (CW) Enactus team participated for the first time and was awarded "Rookie of the Year" at the Enactus United National Exposition regional competitions in Washington, D.C.

Enactus is an international organization that connects student, academic and business leaders to create and implement entrepreneurial projects around the globe.

The experience helps students develop the kind of talent and perspective that are essential to leadership in an ever-more complicated and challenging world.

Jimmy Hernandez, CW Enactus team member, said, "Competing in the 2016 Regional Competition was a great experience, and the start of a new beginning for The College of Westchester Enactus team."

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CW student projects were evaluated by business leaders serving as judges who ranked them on how successful they were at using business concepts to improve the quality of life and standard of living of those in need.

Right: Congratulations to the College of Westchester (CW) Enactus team!

LIM College Expands Summer Fashion Lab to Middle School Students

Fashion Lab Lets Students Explore Fashion in New York City

With young people becoming interested in fashion even before they enter high school, LIM College has expanded its Summer Fashion Lab. The new Middle School Fashion Lab is a fun, interactive one-week summer program for students ages 11 to 13. Participants will learn about key fashion business areas such as merchandising, buying, and styling through a series of industry workshops and field trips.

LIM College faculty and industry professionals teach the classes, providing students with a glimpse into the fashion world. Current undergraduate students serve as mentors and chaperones, making for a rewarding and memorable experience.

"Our Summer Fashion Lab has a long tradition of giving high school and visiting college students the exciting opportunity to study fashion in New York City and learn firsthand about the many exciting career paths the fashion business has to offer," said LIM College President Elizabeth S. Marcuse. "Today more young people are becoming interested in the fashion business, so we've added a workshop for middle school students so they too can learn directly from industry professionals and get a jump start on defining their career interests within the fashion industry."

LIM College's traditional Summer Fashion Lab is a comprehensive program that offers high school and college

students the opportunity to study fashion at the college level, experience New York City, and test drive a college exclusively devoted to the business of fashion. Students have a variety of credit and non-credit courses to choose from, such as Pop Culture's Influence on Fashion, Career Development & Personal Branding, and Fashion Blogger Boot Camp. Last year, nearly 400 students from across the U.S. and several other countries attended Summer Fashion Lab.

Empowering and Supporting Students to Ensure Success

APC member colleges create opportunities to help educationally disadvantaged and minority students, thrive and graduate. This includes offering small class sizes, which provides a more attentive learning environment; internship programs, which energize students by putting them in real work settings; and remedial programs, which help students acclimate to the pace and demands of college study.

Building Competence, Confidence and Character

Monroe College's AIMHigh Empowerment Institute (AIMHigh EI) provides young men, many who come from disenfranchised neighborhoods, the academic and social resources to become successful in life.

Monroe College created the AIMHigh EI in the fall of 2014 to counter troubling national statistics regarding the weak enrollment – and even weaker program completion rates – for urban young men of color. Through AIMHigh EI, select students acquire the skills, confidence and perspective to effectively transform their lives through education. Inductees participate in twice-weekly mentoring sessions where they receive guidance on academics, job skills, personal conduct and character, and are counseled on how best to manage personal challenges. They visit local schools to inspire others and engage in myriad community outreach and volunteering projects to learn accountability and responsibility. A full 90 percent of AIMHigh EI students were still actively enrolled one year later – a retention rate that is nearly double the national trend. Twelve percent of them made the dean's or president's list.

From left: Monroe College students and AIMHigh EI participants pause for a photo of the college's Male Empowerment, Tying into Manhood Event. More than 300 high school students from local high schools attended.

"Monroe College is a national leader in educating urban and international students, and through this transformative program we have shown that we can change the trajectory of at-risk students' lives and make a meaningful impact on their futures," said Dr. Cecil Wright, dean of admissions and founder of Male Empowerment at Monroe College. "As educators and members of the community, we view it as our responsibility to help young men find the competence, confidence and character they need to truly thrive and lead meaningful, productive lives."

Monroe College has approximately 7,000 students and 1,100 faculty and staff members, with campuses in the Bronx and New Rochelle. It also has an extension site in Queens. View a video about the AIMHigh EI program.

Male Empowerment: Tying into Manhood

Recently, more than 300 high school students from local high schools gathered at Monroe College's Bronx campus for the college's Seventh Annual Male Empowerment Event. This year's theme is Tying into Manhood, inspiring young men to show their commitment to success, inside and out. Students were matched with working professionals to discuss important subjects such as developing good character, the value of education and community service, and relationships and fatherhood.

In 2010, Monroe College launched Male Empowerment to address the growing drop-out rate among Latino and African American students. Since the first event, more than 2,000 young men have attended the Male Empowerment seminars, and more than 300 mentors have volunteered at the events. The event's success paved the way for establishment of the AIMHigh Empowerment Institute in 2014.

College Readiness Academy

To help make sure incoming students are prepared to handle to rigors of college, Monroe College offers a free, non-credit program to high school seniors who demonstrate the potential to become successful Monroe College students. The intensive two-week program helps these students enhance their writing and research skills and understand what will be expected of them in college.

Above: Monroe College Mentor, Harold S. Reed Jr., shows a mentee how to tie his necktie.

On behalf of the Board of Directors of The Association of Proprietary Colleges, we invite you to join us as we celebrate and recognize more than 25 years of service and commitment of our President,

Stephen J. Jerome

A reception and dinner will be held in his honor on
Tuesday, June 21, 6 p.m.
The Otesaga Hotel, 60 Lake Street
Cooperstown, New York

Please RSVP to Donna Stelling-Gurnett at
518-437-1867 or DGurnett@apc-colleges.org by June 15

The history of proprietary colleges in New York is rooted in tradition and quality education, which extends back to the middle 1800s, far earlier than the creation of the Association of Proprietary Colleges (APC). Stephen Jerome has played an integral role in the growth of the association since its inception, and has long been a valued mentor and trusted leader for the Board of Directors and members of the APC.

In 1978, Monroe College President Stephen Jerome joined with the presidents of Albany Business College, Rochester Business Institute, Utica School of Commerce and the Wood School to petition the New York Board of Regents to establish the New York Association of Private Degree-Granting Institutions. In 1985, the association's name was changed to the Association of Proprietary Colleges to better reflect its standing as equal partners with the other sectors of higher education in New York state, including public and independent non-profit colleges.

Stephen joined Monroe College in 1966 as an instructor and, following successive leadership positions, became its president in 1978. Monroe, among the leading higher education institutions in the country for graduating minority students, offers certificate, associate, bachelor's, and master's degree programs from its campuses in the Bronx, New Rochelle, and the Caribbean nation of St. Lucia, as well as online. Monroe College is accredited by the New York State Board of Regents and the Middle States Association of Colleges and Schools.

Serving as president of APC since 1991, Stephen is a true champion for APC members and the students they serve. For many years, he has provided testimony at both the state and federal level advocating for programs that support the best interests of APC students, and promote equality for the proprietary sector and stronger recognition of the positive outcomes of APC members.

Leadership Launch at Jamestown Business College

Jamestown Business College's Leadership Launch is a five-week leadership training program for high school seniors in Chautauqua, Cattaraugus and Warren counties.

As part of the program, students participate in a series of leadership activities that include discussions with local leaders and interactive sessions on the topics of communication, initiative and leadership traits.

Students are nominated by their high school teachers and guidance counselors.

We've been helping students succeed for more than 90 years.

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