

Borough of Manhattan Community College
The City University of New York

To: All Faculty

From: Mahatapa Palit, Secretary to the Instruction Committee of the Academic Senate

Date: May 25, 2011

Re: Year End Report

The 2010-2011 session of the Instruction Committee of the Academic Senate began with elections for officers for the new term. Alyse Hachey, Mahatapa Palit and Cynthia Wiseman were elected as the President, Secretary and Representative to the Executive Committee, respectively.

The main items that the committee focused on for the year were:

Course caps: The faculty was charged by Prof. Phil Belcastro, the Chair of the Academic Senate, to examine if the Resolution on Course Cap stabilization passed in spring 2010 was adhered to. Prof. Hachey followed up with the Chairs of the Departments to collect information on how many course caps were administratively changed. The data on the course caps and its implications, along with the specific language of the Course Cap Resolution that was previously passed, are attached to this report (See Appendix A).

Life Experience: Dean Wong charged the Instruction Committee to review current practices and existing literature on offering Academic credit for life experience. Professors Pamplin, Moorman, and Pavel investigated the current practices and criteria on granting academic credit for life experience. The results of this study are attached to this report (See Appendix B).

Faculty Evaluation form: The committee was charged by Dean Wong to fine-tune the faculty evaluation form. The committee revised the form to incorporate hybrid and online teaching incorporating suggestions from Janey Flanagan, the Director of the E-Learning Center, and by soliciting faculty and adjunct feedback . They also made the form more student-friendly by incorporating feedback from student focus groups. The revised faculty evaluation form was accepted in the May 2011 meeting of the Academic Senate. The final resolution passed at the 3-30-11 meeting and is attached to this report (See Appendix C).

Instructional Technology Satisfaction Survey: In conjunction with Janey Flanagan, director of E-Learning, and led by Prof. Wiseman, the committee developed an online form to be used to survey the satisfaction of instructors with available instructional technology, its implementation in the classroom, and the resolution of technology issues. The survey has been fully developed and is ready to be launched by in incoming Instruction Committee in the Fall of 2011.

Members of this committee included:

Felix Apfaltrer
Sydney Eng
Alyse C. Hachey
Joyce Moorman
Mahatapa Palit

Claire M. Pamplin
Manita Pavel
Cynthia Wiseman
Angela Jervis

Respectfully Submitted,



Alyse C. Hachey, Ph.D.
Instruction Committee Chair
2010-2011

Appendix A

Borough of Manhattan Community College
The City University of New York

To: All Faculty
From : College Instruction Committee
Date: May 25, 2011
Re: 2010-2011 Course Cap Report

These are the reported number of sections in each department that had course caps administratively raised within the CUNY/VM system during the 2010-2011 school year. The numbers do not indicate departmental/chair/faculty over-tally. They are based on registrar data from the last day of regular registration in each semester. Blank spaces indicate that data were not reported.

Department	Fall 2011	Spring 2011
<i>Accounting</i>		
<i>Allied Health Sciences</i>		0
<i>Business Management</i>	75	77
<i>Center for Ethnic Studies</i>	7	5
<i>Computer Information Systems</i>		0
<i>Cooperative Education</i>	5	9
<i>Developmental Skills</i>		
<i>English Department</i>		
<i>Health Education</i>	83	60
<i>Mathematics</i>	108	136
<i>Media Arts and Technology</i>	0	2
<i>Modern Languages</i>	33	3
<i>Music & Art</i>	22	Music 0; Art no report
<i>Nursing</i>		1
<i>Science</i>	0	0
<i>Social Sciences and Human Services</i>	237	212
<i>Speech, Communications, & Theatre Arts</i>		
<i>Teacher Education</i>	9	0

Implications: Per the "Course Cap Stabilization" Resolution passed in the May 26, 2010, the faculty unanimously voted that: In a show of good faith, the administration put an immediate halt to any increase of current course caps; Over-tallies are at the sole discretion of the department chair. The numbers reported suggest that this resolution was not up-held.

Appendix B

Borough of Manhattan Community College
The City University of New York

To: All Faculty
From : College Instruction Committee
Date: May 25, 2011
Re: Credit for Life Experience at selected American colleges Report

Compiled by: Manita Pavel, Joyce Moorman and Claire Pamplin

Overview:

Prior Learning Assessment (PLA) programs or plans dominate the field of life assessment in the most respected institutions of higher education. Some are course based, others are programs administered by prior learning departments or counselors. Other colleges and universities offer what they call portfolio assessment, although these seem very similar to Prior Learning Assessment programs. Colleges determine credits based on previous employment, military training, community service, travel, independent research, even homemaking, and other sources. The maximum number of prior learning credits allowed varies greatly by institution. Endicott College, for example, in Beverly, Mass. allows the following:

A Bachelor candidate may petition for a maximum of 30 credits. An Associate candidate may also petition for 30 credits, of which 15 credits would apply to completion of the Associate degree. 15 credits would be "banked" towards completion of a Bachelor program. All students receive three credits for successful completion of APL (Assessment of Prior Learning)100.

<http://www.endicott.edu/GradProf/GPSUndAsPriLea.aspx>

A recent report by Judy Wertheim of the Council for Adults and Experiential Learning (CAEL) revealed that **Community colleges are largely familiar with PLA:**

64% offer portfolio assessments

90% accept CLEP exam credit

93% accept AP exam credit

85% offer challenge exams

82% use the ACE Guides to award credit to students with military transcripts

Source: <https://www.okhighered.org/admin-fac/enrollment-mgmt-conf/2011-wertheim.ppt>

OVERALL THEME: Students do not get credit for experience; they earn credit by demonstrating that they possess college-level knowledge of a subject.

Listed below are short profiles taken from various Web sites to show a selection of Prior Learning programs. At the end of this document is a list of additional sources.

Thomas Edison State College

<http://www.tesc.edu/698.php>

“Our Prior Learning Assessment program is a course-based process where students demonstrate that they possess college-level knowledge of a subject that has been acquired outside of a traditional classroom setting, such as at work, through volunteer service or other experiences. Students work with a mentor, who is an expert in the subject, to develop an electronic portfolio that documents a student's mastery of the subject. What is important to remember about our PLA program is that students do not get credit for experience; they earn credit by demonstrating that they possess college-level knowledge of a subject.

“While no two PLA candidates are exactly alike, those who succeed usually have the following elements in common:

- They have a realistic view of their knowledge and its academic worth
- They research carefully to locate the course descriptions most appropriate to their learning and educational needs
- They pay attention to detail in gathering their evidence, preparing their narratives and organizing their Prior Learning course materials
- They seek help from their course mentors and maintain communication regularly throughout the process to help ensure that their work results in a quality product

“Students typically demonstrate their college-level knowledge through a 12-week online PLA course, where a content expert, known as a mentor, guides students through the process of documenting their mastery of a subject. The assessment of course mastery is on a credit/no credit basis. No letter grades are assigned. In some cases, students may be able to complete the process in fewer than 12 weeks, and course completion timelines can be developed between students and their mentors.

“How many PLA courses does the College offer?”

The College offers more than 70 standard online PLA courses. In addition, students can develop an individualized PLA course if they wish to use the program to earn credit in a subject where no standard PLA course currently exists.”

Valdosta State University

<http://www.valdosta.edu/pla/>

Valdosta, Ga.

Prior learning assessments

Valdosta State has developed an assessment plan for students with knowledge of science. The assessments can take several forms, such as scores from standardized tests like the

College Level Examination Program (CLEP) tests. Students can also take university-administered exams to place out of courses.

Gerald A. Merwin, Jr., a prior learning assessment counselor, said that faculty members were won over when university officials brought in experts to demystify portfolio assessment. Students are not rewarded with credit for prior experience per se, but for their ability to show what they learned.

Empire State College/SUNY

http://www.esc.edu/esonline/across_esc/assessment.nsf/wholeshortlinks2/Prior+Learning+Assessment?opendocument

Portfolio Credit

Empire State allows students to write their own degree plan. Students can write papers on complex issues such as business management problems and receive a careful evaluation and recommendation for course credit from an evaluator.

Inver Hills Community College

<http://www.inverhills.edu/ProgramsAndMajors/ASAP/PLA.aspx>

Inver Grove Heights, Minn.

Portfolio Credit

Students must not only write about what they have learned previously, but also must provide extensive documentation, including letters from former bosses. They also must be able to discuss their experiences, or else choose an interpersonal communications option which includes a requirement to review a book and write a competence narrative.

Marylhurst University, Marylhurst, Oregon

“Through Marylhurst’s Prior Learning Assessment Program, life and work experiences such as employment, homemaking, company-sponsored or military training, community service, independent research and travel study may apply as credit toward an undergraduate degree. The Program:

“Step One: “Development of an individual education plan begins in the Learning Assessment Workshop, the first of three required PLA courses, where students:

- Clarify educational goals and priorities;
- Develop a personal plan with specific objectives; and
- Discover how many credits may be earned for prior learning.

“Step Two: “Next, the PLA Seminar provides a step-by-step method for making credit requests based on the student’s mastery of subjects through prior learning or personal study. Students identify areas which fulfill specific Marylhurst University requirements and learn how to describe, analyze and document acquired knowledge.

“Step Three: “Portfolio Development Studies are individualized tutorials where students receive one-on-one instruction and guidance. A PLA advisor meets regularly and individually with each student to review work.”

DALLAS BAPTIST UNIVERSITY

DBU: <http://www3.dbu.edu/professional/ap-hm.htm>

Portfolio credit

Credit by examination

Military credit

DBU is a pioneer in Christian online education and offers quality degree programs completely online without required campus visits. With 54 full programs currently available, the DBU Online Education program successfully maintains a 92% student coursecompletion rate.

1. Central Texas College, on the other hand, simply asks for a page or two description of your experience with supplemental proof.
2. CLEP, ACT, and institutional examinations
Skills learned in life through work, the military or other experiences can be used as life experience credits.
3. Demonstrating Knowledge for Life Experience Credit by taking an exam, or providing a reference letter from a previous employer, military supervisor, or community service organization.
4. Certificates might count, as may books or articles published.
5. Evaluated credit will apply to the student’s online degree requirements

UNIVERSITY OF WISCONSIN

<http://www.uwplatt.edu/disted/staff/100504313.html>

The University of Wisconsin-Platteville is an accredited, public university founded in 1866. Today, more than 6,000 students are enrolled on campus and another 3,000 in distance learning programs. It is regionally accredited by the Higher Learning Commission and is a member of the North Central Association.

University of Wisconsin-Platteville was selected as a top school in Military Advanced Education's *3rd Annual Guide to Top Military Friendly Colleges and Universities*.

Credit for Military Experience

Credit for Training Programs

Credit for Specific Subject Examinations
Credit for Work and Life Experience
Credit by Test out
CLEP examinations
Vocational-Technical College Transfer Credits

COLUMBIA COLLEGE IN MISSOURI

<http://www.ccis.edu/military/evaluations.asp>

Credit for Prior Learning (Portfolio credit), ACE accredited corporate courses, Excelsior exams, ACT
CLEP Exams, Certified Professional Secretary Program, Defense Language Proficiency Tests, DANTES
International Baccalaureate, Basic Law Enforcement and Corrections Training, Military Service & Training
MU Fire & Rescue Training Institute, Pilot's License

Columbia College's credit for prior learning portfolio: Many students who participate in learning experiences outside the classroom wish to earn college credit for their work. Columbia College offers a number of ways students may earn such credit. CLEP tests, ACE credit and course test-outs are the preferred means because they require a theory-base for awarding credit, have national norms/criteria or both. If none of the above credit-awarding methods are an option, Columbia College awards credit for prior learning (CPL)

Before applying for credit for prior learning (CPL) credits, students must have completed 12 hours of Columbia College credit. Students also must have completed ENGL 111 and ENGL 112 or their equivalent with a grade of C or better. These credits, if taken at Columbia College, may be included in the 12-hour requirement.

Columbia College courses that offer CPL credit are generally applicable to degree requirements. A maximum of 15 credits of prior learning can be awarded.

UNIVERSITY OF MASSACHUSETTS

Established in 1971, the University Without Walls (UWW) program at UMass Amherst has given 30 adult students throughout Massachusetts and beyond an opportunity to complete an undergraduate degree while working, raising families, and participating in their communities. Today there are over 550 UWW students attending UMass Amherst each semester. The college developed a process to assess the learning and assigns credit awards based on the demonstration of learning gained through experience.

Assessing Learning through Experience at UWW: The Prior Learning Portfolio

Most students enrolling in UWW degree programs bring some credits gained from previous courses, but also from their experiences at work, in the community, and in their personal

lives. UMass Amherst UWW is able to award credits for this learning through experience by assessing a *prior learning portfolio* prepared in Writing About Experience, usually taken during the second or third semester of the program. To receive credit, this learning:

- must be identified as *college-level* learning
- must not duplicate other credited courses, projects, or training on the student's transcript
- must be demonstrated through documentation, analysis, and reflection within a prior learning portfolio

UWW students write, revise, and compile a portfolio in UWW 370 Writing about Experience which can be submitted for assessment of up to fifteen credits. Those students seeking more than fifteen credits will have an opportunity to add additional material in the following semester. The expanded portfolio will then be evaluated for up to a maximum of thirty credits. Typically, students earn between 15 and 21 credits for prior learning, although in some cases the award will fall below or rise above that range.

- Up to 75 credits may be transferred in from other schools, through CLEP tests, or by special transcript evaluation provided that each course grade point average (gpa) is a 2.0 or better

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CHAMPLAIN COLLEGE

<http://online.champlain.edu/military-personnel>

For more than 125 years, Champlain College—a private college located in Burlington, Vermont—has focused on offering a career-accelerating education that leads to real opportunities in the marketplace.

Champlain College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

External credentials

Challenge exams

CLEP exams

Will accept portfolio credits added to your transcript at another university.

“May” offer some life experience credits for certain programs

Military training and education

Certain programs like Champlain (below) do not always award portfolio credit, but they will accept portfolio credit awarded by another university that has been added to your transcripts. Many online programs now offer college credit for life experience. Basically, you can use skills you've learned in your life through work, the military, or other experiences and turn them into life experience credits, which will reduce the amount of time needed to complete your online courses.

Demonstrating Knowledge for Life Experience Credit: You will have to prove that you have sufficient knowledge to get this life credit. Sometimes it will mean taking an exam, or providing a reference letter from a previous employer, military supervisor, or community service organization.

Any previously obtained certificates might count, as may books or articles you've published. It's worth checking with your individual program to discuss what in your past qualifies you for credit for life experience.

Not all education occurs in a university setting. Giving college credit for life experience recognizes this fact and greatly aids adult learners in continuing their formal education.

Credit for Training: As a service member, you may be eligible to receive Champlain College credit for prior college-level learning, military training and experience, applicable course work and/or national testing program examinations.

Air Force: The U.S. Air Force uses the Community College of Air Force (CCAF) transcript for documenting ACE-certified military training and experience, course work and CLEP or DSST exams worthy of academic credit. Champlain College uses the CCAF transcript to determine whether specific training or previous course work qualifies for credit toward a Champlain degree program.

For information on how to request your official transcript, visit the [CCAF Web site](#). Designate that your official CCAF transcript be mailed to Champlain College.

Army/National Guard: The U.S. Army uses the Army/American Council on Education Registry Transcript Service (AARTS) for documenting ACE-certified military training for academic credit purposes. Champlain College uses the AARTS form to determine whether military training and experience, course work and CLEP or DSST exams qualifies for credit toward a Champlain degree program.

Coast Guard: The Coast Guard uses the U.S. Coast Guard Transcript for documenting all training and experience worthy of academic credit. Champlain College uses the transcript to determine whether specific ACE-certified training or previous course work qualifies for credit toward a Champlain degree program.

Marine Corps/Navy: The U.S. Navy and Marine Corps use the Sailor/Marine American Council on Education Registry Transcript (SMART) for documenting ACE-certified military training and experience, course work, and CLEP or DSST exams worthy of academic credit. Champlain College uses the SMART to determine whether specific training on your military transcript qualifies for credit toward a Champlain degree program.

Other colleges:

Central Texas College

http://www.ctcd.edu/catalogs/2010_2011_CI/admissions_reg.pdf

Western New England College

<http://www1.wne.edu/>

Liberty University

<http://www.luonline.com/index.cfm?PID=14287>

Malone University

<http://www.malone.edu/academics/graduate-and-professional-studies/degree-completion/malone-management-program/life-experience.php>

Western Governors University

http://www.insidehighereducation.com/layout/set/popup/layout/set/popup/news/2011/05/09/western_governors_university_and_online_competency_based_learning_model_gain_traction

Additional sources of information:

www.collegescholarships.org,

The Council for Adult & Experiential Learning <http://www.cael.org/>

Appendix C

Passed at the 3-30-11 Meeting.

RESOLUTION TO AMMEND THE STUDENT EVALUATION OF FACULTY FORM

Whereas, there is a need to re-structure the evaluation items in the scantron portion of the evaluation to account for hybrid and online forms of instructional delivery;

Whereas, new items have been updated by the Instruction Committee based on feedback from full-time faculty, adjunct faculty, the Director of E-Learning and BMCC Students;

Whereas, it is important that students be aware that the evaluation is of faculty performance and not course content;

Whereas, it is important that students be aware that the results of this evaluation are reported anonymously;

Whereas, there is a central-tendency bias (to choose the center-most choice), *Friedman (1999). Journal of Marketing Management, Vol. 9:3, Winter, 114-123* which may be biasing the students to choose “not sure”.

Whereas, the current way the evaluations are coded biases the evaluation results;

Whereas, reporting the spread of frequency of responses provides a more complete picture of faculty performance than reducing the data to a single averaged score for each item;

Be it resolved that,

A. The directions at the top of all forms shall read:

Please use this form to evaluate your professor's performance in this class. This is an anonymous evaluation. Anything you mark cannot be traced back to you.*

Please read each statement carefully. Mark one answer for each of the 11 statements. If a statement does not apply, please mark the “Does Not Apply” bubble.

*Red color denotes the additional lines. In the form, it would be printed with black ink.

B. The new In-person form shall contain the following evaluation statements:

1. The professor's explanation of the course was clear.
2. The professor held the class for the full scheduled period.
3. The professor's explanation of how he/she graded student work was clear.
4. The professor created an atmosphere in which students felt comfortable asking questions and offering ideas.
5. The professor presented the course in an engaging way.
 6. The professor covered the course objectives.
 7. The professor conducted a well-organized course.
8. During the semester, the professor provided timely feedback on my performance in the class, either by grades, electronic comments or personal discussion.
9. The professor was available outside of class interactions, either by electronic communication or scheduled in-person office hours.
10. The professor provided assignments that helped me to learn the course material.
11. In electronic and/or face-to-face interactions, the professor treated students with courtesy and respect.

C. The hybrid form shall contain all the items in the In-person form except for #2, which shall be replaced with the following statement:

2. The professor held the course according to the weekly schedule.

D. The online form shall contain all the items in the In-person form except for #2, which shall be replaced with the following statement:

2. The professor made his/her presence known through regular electronic class interactions.

E. The rating scale for all forms shall look like the following:

Stro ngly Agr ee	A gr ee	Disa gree	Stro ngly Disa gree	(Bl an k Sp ac e)	N o t S u r e	D o e s n ot A p p l y
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F. The coding of the data shall be as follows:
Strongly Agree = 1

Agree = 2

Disagree = 3

Strongly Disagree = 4

Not Sure = Not counted

Does not apply = Not counted

G. The evaluation report sheets shall not include a cumulative average for each item (exclude the final "Average" column) on the report sheets.

H. The report form will indicate the method of course delivery.