

**Borough of Manhattan Community College
The City University of New York**

To: All Faculty
 From: Alyse C. Hachey, Chair and Vernon Smith, Secretary
 Date: May 23, 2012
 Re: College-Wide Instruction Committee Year End Report

2011-2012 Instruction Committee Meeting Attendance

Faculty	Sep 11	Oct 11	Nov 11	Dec 11	Feb 12	Mar 12	Apr 12	May 12
Evans, Joel	P	P	P	P	P	P	P	P
Fitzgerald, Meghan	P	P	P	P	P	P	P	P
George, Michael	*	*	*	*	*	P	P	P
Hachey, Alyse	P	P	A	P	P	P	P	P
Jervis, Angela	A	A	P	P	P	A	A	P
Pavel, Manita	P	A	P	P	P	P	P	P
Powell, Susana	P	A	P	P	P	P	P	P
Rose, Lisa	P	P	P	A	P	A	P	P
Smith, Vernon	P	P	P	P	P	P	P	A
Wiseman, Cynthia	P	P	P	P	P	P	P	P

*Prof. George joined the committee in March

The 2011-2012 session of the Instruction Committee of the Academic Senate began with elections for officers for the new term. Professor Hachey, Professor Smith and Professor Wiseman were elected as the President, Secretary and Representative to the Executive Committee, respectively. We continued with a review of the previous year's committee work and the creation of a plan for this year's work.

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

Life Experience Knowledge Credit: During the previous year, Dean Wong charged the Instruction Committee to review current practices and existing literature on offering Academic credit for life experience knowledge (see the 2011 year-end report for the past review). This year, the committee followed up on this previous work by collaborating with Greg Wist (Registrar) and Dr. Eugenio Barrios (Director of Admissions)

to put forth a resolution to implement credit for life experience knowledge at BMCC. With collaboration from all members, Prof. Hachey and Prof. Fitzgerald prepared and Prof. Hachey shared a detailed presentation with the Academic Senate on this topic at the March 2012 meeting. We concluded the presentation with a resolution (see Appendix A). The resolution passed unanimously. After an eloquent and moving speech by a student veteran at the April 2012 academic senate meeting, in his honor, the resolution was re-named the "Rodriguez Resolution". We suggest that the implementation of this resolution be followed-up on by the incoming committee.

Instructional Technology Satisfaction Survey: Following up on work from the previous year's committee, this year's committee refined an online survey on the satisfaction of instructors with available instructional technology, its implementation in the classroom, and the resolution of technology issues. The committee launched the survey and collected data in the Fall of 2011. During the spring 2012, Prof. Wiseman, with assistance from Prof. Smith, conducted an initial review of the data (see Appendix B). There is much more data to be reviewed and we suggest that this project be followed up on by the incoming committee.

Course caps: During the previous year, the instruction committee 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 has been adhered to by the college administration. Professor Hachey followed up with the Chairs of the Departments to collect information on how many course caps were administratively changed and Prof. Fitzgerald compiled this data. 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 C). The incoming committee may want to look at the past two years of data collected on course caps and take this up as an issue in the coming year.

Instructional Space: Given the finish of Fitterman Hall and the up-coming retro-fit of 199 Chambers, the Instruction Committee sought faculty input on instructional space needs. This year's instruction committee charged departmental representatives to solicit feedback from their faculty. A brief summary of the data, compiled by Prof. Lisa Rose, is attached to this report (See Appendix D). As space is a critical component in faculty's ability to instruct, we recommend that this issue be further addressed by the incoming committee.

Respectfully Submitted,



Alyse C. Hachey, Ph.D.
Instruction Committee Chair
2011-2012

Appendix A

RODRIGUEZ RESOLUTION TO INSTITUTE CREDIT FOR LIFE EXPERIENCE KNOWLEDGE AT BMCC

Whereas, Borough of Manhattan Community College (BMCC) currently awards credit, waives prerequisites and allows advance placement with departmental approval for life experience knowledge;

Whereas, some form of Credit for Life Experience Knowledge (C-FLEK) has already been established within CUNY: BMCC, College of Staten Island, Kingsborough Community College, Queens College, CUNY School of Professional Studies, Medgar Evers, John Jay, and CUNY BA;

Whereas, BMCC is committed to enabling and encouraging students to make sensible and informed choices in setting their academic, career and personal goals;

Be it resolved that,

BMCC shall implement a department based, but college-wide, Credit for Life Experience Knowledge (C-FLEK) program; and

Departments (via their curriculum committees) shall be encouraged to evaluate their current programs to determine where awarding credit, waiving prerequisites and/or allowing advance placement based on life experience knowledge might be appropriate¹; and

BMCC (via admissions or other appropriate administrative departments/programs) shall provide published information on the requirements and procedures for C-FLEK and shall actively promote C-FLEK through web and print means.

¹ Current college policy states that the maximum number of credits awarded as a combination of transfer credits and credits for life experience knowledge cannot exceed a total of thirty (30) credits towards a BMCC degree.

Departmental evaluations could include:

- The total allowable number of C-FLEK for each program
- The courses for which C-FLEK will be allowed
- The appropriate measures for awarding credit for life experience knowledge for each identified course [such as College Level Examination Program (CLEP) and Advanced Placement (AP) Scores where applicable, appropriate portfolio and/or challenge exams with clearly defined scores for awarding credit]
- A written plan for administering the department C-FLEK program, including a protocol for collaboration between the department, admissions and the registrar.

Appendix B

Borough of Manhattan Community College
The City University of New York

To: All Faculty
From : Prof. Cynthia S. Wiseman, member of the College-Wide Instruction Committee
Date: May 23, 2012
Re: Technology survey—initial report of data

In collaboration with the E-Learning Center, the Instruction Committee, a Standing Committee of BMCC Academic Senate, surveyed BMCC faculty, staff, and students regarding technology to support teaching and learning at BMCC. The survey examined the use of hardware and software BMCC, as well as support services for faculty, staff, and students, and access and training and development regarding technology. The purpose of gathering this information was to collect data to inform decisions and policies and practices with regard to technology at BMCC.

The 11-question survey was created and distributed on www.surveymonkey.com and covered the following areas:

1. Computer software use
2. Hardware use
3. Internet tools and learning platforms
4. Administrative computer services
5. Technology support services
6. Technology use to support teaching and learning/administrative functions

Participants

The survey link was distributed via a college-wide email from the Office of Academic Affairs. Faculty, staff (CLTs and HEOs), and students submitted responses (see Table 1 below). Both full-time (74%) and part-time (26%) personnel and students were represented.

Table 1
Participants

Constituent Group	Total #
Faculty	148
CLT	6
HEO	24
Students	75
Total	255

Thirty-three (33) academic and administrative departments were represented (See Table 2 below).

Table 2
Departments

	Department	# of Respondents
1.	Accounting	1
2.	AdultContEd	1
3.	Business And Mgmt	8
4	Career Development	2
5	CETLS	1
6	CIS	2
7	College Development	1
8	Developmental Skills	18
9	Early Childhood Ed	1
10	English	11
11	ESL Lab	1
12	Ethnic Studies	2
13	Financial Aide	1
14	Forensic Science	1
15	Grans & Development	1
16	HED	3
17	HR	1
18	Library	6
19	Math	7
20	MID	1
21	MLD	2
22	Music Art	8
23	Nursing	4
24	Nursing	4
25	Res Therapy	1
26	Science	15
27	SGA	1
28	Social Science	11
29	Speech	9
30	Student Life	2
31	Teacher Ed	4
32	UDH	1
33	VAT Multi-Media	2

Distribution of Results

Results of this survey will be shared with key departments/administrators and faculty/staff committees, including:

- BMCC Academic Senate
- BMCC Leadership Group: Technology
- Technology Administrators:
 - VP Scott Anderson, B&G
 - Tom Lew (Instructional Tech)
 - John Gallagher (Media)
 - Interim/acting director of college computing
- Dean Wong (Academic Affairs)
- Dean Gillespie (Dean of Faculty)
- Janey Flanagan (E-Learning)

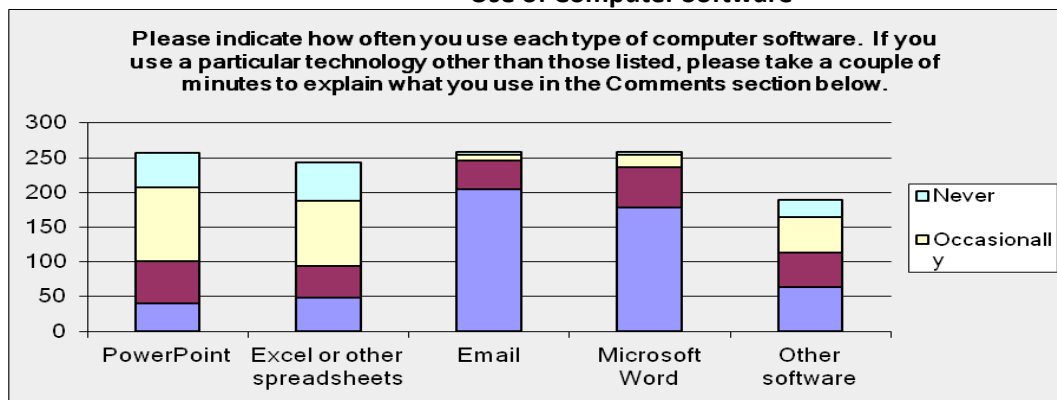
I. Computer Software Used

Students, faculty and staff appear to primarily use email (246/258) and Microsoft Word (237/259) most frequently. While there is evidence that PowerPoint and Excel are used (101/257), a majority of the respondents reported never or only occasionally using these programs (156/257). Respondents reported using other software, including Adobe Creation Suite, Adobe CS5, Adobe Photo, Acrobat, Exililbris Aleph, Camtasia, YouTube, Misc. Internet websites. (See Table 3 below.)

Table 3
Software Used

Software	Never	Occasionally	Frequently	Always	Response Count
PowerPoint	50	106	61	40	257
Excel/spreadsheet	56	94	46	48	244
Email	3	9	41	205	258
Microsoft Word	5	17	58	179	259
Other software	24	51	50	64	189
Total Responding					264

Figure 1
Use of Computer Software



Based on comments submitted, limited utilization of software programs in instruction is a direct result of unreliable/unavailable hardware. Software use depends heavily on expectations of available functional hardware. Teachers commented that they are bumped from computer-equipped classrooms in last-minute scheduling or are in computer-equipped classes without enough workstations for a 38-student class; therefore, the technology is abandoned. Access to certain software titles is limited. Additionally, information on how to procure software often is unclear and access to certain essential programs is denied. For example, faculty have stated they would like access to Mathematica, SAS, Eviews, LINDO.

Recommendations: Classroom technology (hardware and software) needs to be surveyed, updated, repaired, and replaced. Budget allocations should be issued for purchase of software programs essential to particular disciplines. There should be a standardized and documented requisition procedures implemented for ordering and updating software products. Faculty should have access to the software at their workstations and in the classroom. To encourage the use of technology in instruction, hardware and software at faculty/staff workstations and in the classrooms must be maintained on a regular basis. It is recommended that all faculty have open access at their workstation to download software. We also recommend that faculty become more proactive in taking advantage of technology trainings offered by the college.

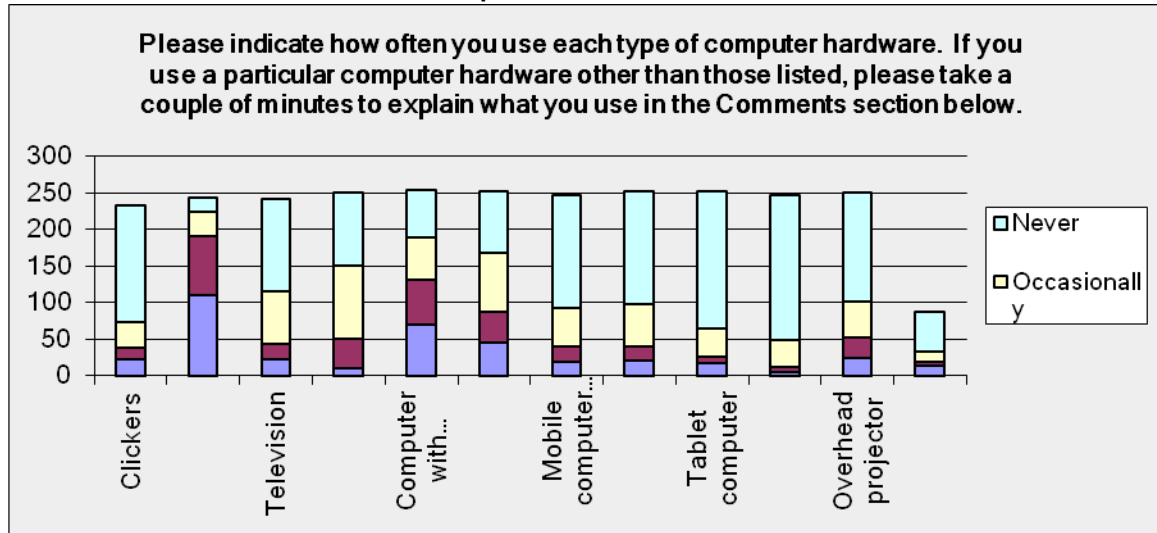
II. Computer hardware:

Faculty, staff, and students reported that they use printers, computers with projectors, computer labs, mobile computer labs, and SmartBoards with greatest frequency. They never or rarely use document cameras, tablet computers, or clickers in class. (See Table 4 below.) Respondents reported using iPad/iPods, Kindle readers, iPhones, and camcorders.

Table 4
Hardware Use

Hardware	Never		Always	
Clickers	68.4%	160/234		
Television	52.1%	126/242		
DVDs	52.1%	126/242		
Mobile computer lab (laptop cart)	62.8%	155/247		
SMART board	61.7%	156/253		
Tablet computer	74.6%	188/252		
Document camera	80.2%	199/248		
Overhead Projector	59.2%	148/250		
Printers			45.5%	111/244
Computer with projector			27.6%	70/254

Figure 2
Computer Hardware Used



Additional comments regarding hardware use in the classrooms indicated that access or dependability serves as a deterrent, e.g.,

- “I cannot use what I do not have access to,”
- “I teach in a computer lab room. The projector is just okay. Students have access to printers in this room though I do have good access to a printer. I also would like to have markers to use the white board. It is frustrating that there are never any in the classroom (let alone a Smart Board).”
- The only reason clickers and tablets are not ‘always’ is because we don’t currently have them to teach with.”

Comments also indicated lack of familiarity with technology options:

- “No one has ever talked with me about the kinds of technology that are/should be available to me or my students in the classroom at BMCC. For example, I have some kind of big screen and key board sitting in the corner of my classroom, but I don’t incorporate it into my lectures because I have no idea what it is, or how to use it. I can’t even find the on/off switch to try and figure it out on my own.”

Some observations indicated need for installation of hardware in an instruction-friendly classroom design:

- “I notice that the overhead projectors cannot be seen by all the students in a computer lab - especially students sitting on the far right and far left. I would recommend double screens for each computer lab with the image shown on both screens.”

Recommendations:

Based on response, faculty seem open to using additional hardware to supplement teaching and learning, e.g., Smart Boards, clickers, and tablets, but they is a need for greater access and additional training.

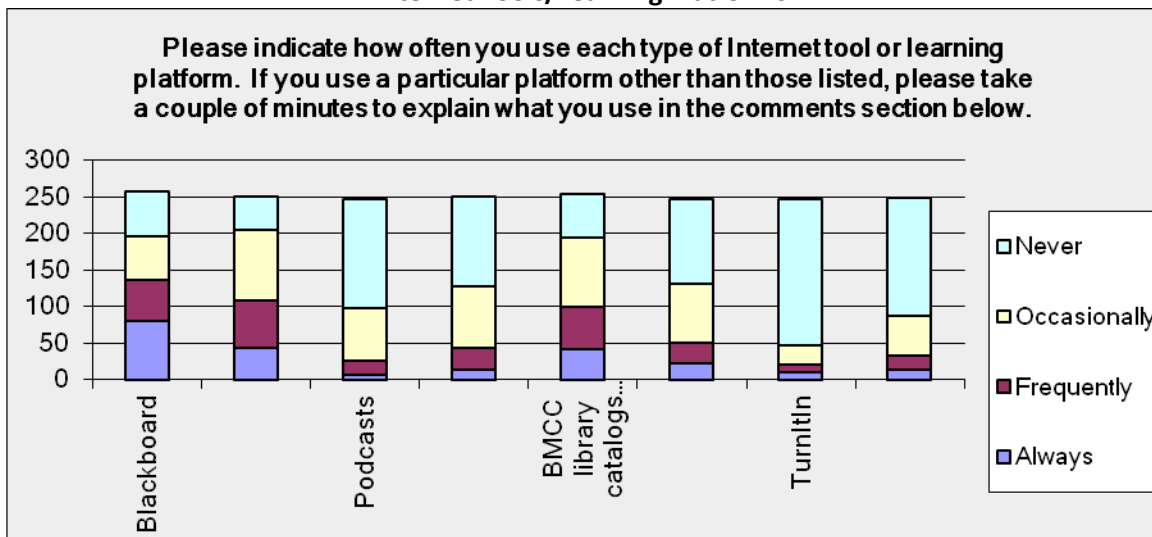
III. Internet Tools/Learning Platforms

About one-third of the respondents (31%) reported that they always use Blackboard. A slightly larger group reported using YouTube (38%) and the BMCC Library Catalog (37%). A majority of BMCC faculty, staff and students reported they never use podcasts, blogs, Turnitin or wikis in the classroom. (See Table 5 below.) Additional tools are also used, e.g., Yahoo, Google Docs, and WordPress.

Table 5
Internet Tools/Learning Platforms

Internet Tools/Learning Platform	Always		Occasionally		Never	
	%	n	%	n	%	n
Bb	31%	80/258				
YouTube			38%	96/251		
BMCC Library Catalog			37%	94/255		
Podcasts					60%	149/247
Blogs					49%	123/250
Turnitin					81%	200/247
Wikis					65%	162/249

**Figure 3
Internet Tools/Learning Platforms**



Additional Comments:

Access and training seemed to be deterrents for using additional Internet tools, e.g.,

- “Can’t figure out how to access the tools, e.g., Turnitin”
- “Tools not available in classrooms”

Recommendations

Ongoing faculty, staff, and student training sessions in Web 2.0 tools. Availability and access should be facilitated.

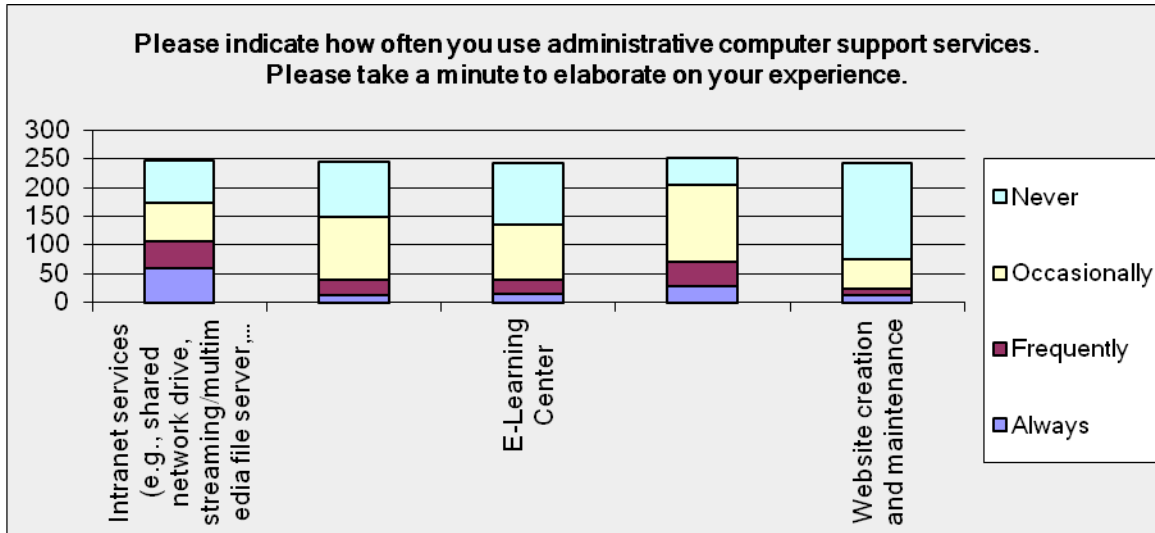
IV. Administrative computer support services

The majority of participants indicated that they occasionally or never use administrative computer support services. (See Table 6 below.)

**Table 6
Computer Support Services**

Support Service	Never		Occasionally	
	Percentage	Count	Percentage	Count
Intranet Services	30%	74		
E-Learning Center	44%	108/243		
Website creation and maintenance	69%	169/243		
Media Center			44%	109/245
Help Desk			52%	132/250

Figure 4
Computer Support Services



Additional Comments:

Comments focused on the problems with availability of effective and efficient computer support services or lack of awareness that support services were available. There were also comments testifying to helpfulness of the departments providing these services.

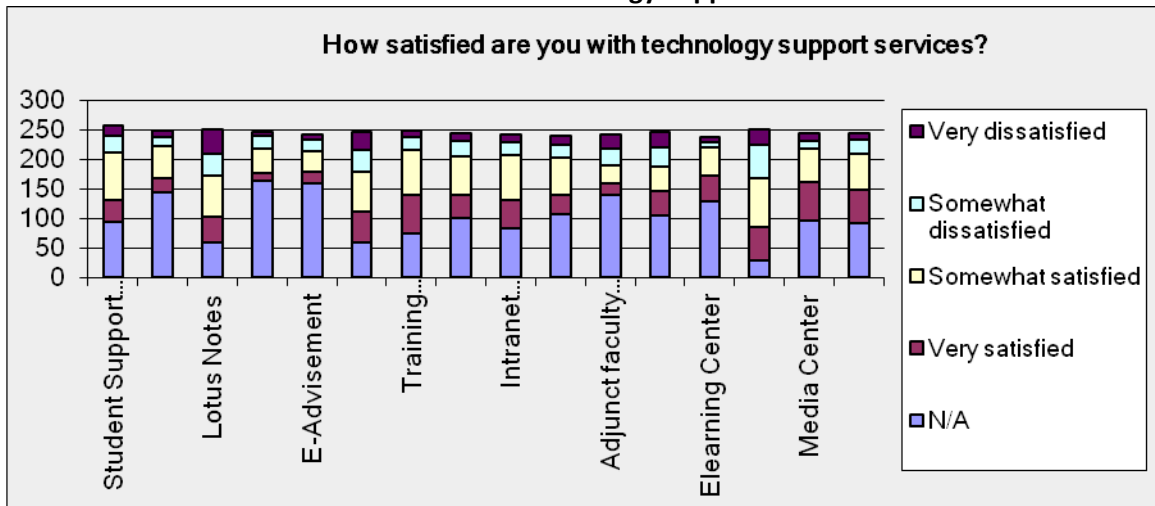
- “Multiple problems with Help Desk, (referred user to Internet Explorer but email problem never resolved)”
- “E-Learning and Help Desk not helpful”
- “Was not aware that website creation was available to faculty”
- “Lack of staffing and software support handicaps departments”
- “Unresponsive help desk”
- “Practices and policies are obstructive”
- “No computer help service for Murray”

- “Media center helpful”
- “E-Learning helpful”

V. Satisfaction w/ Technology support services

The BMCC community was surveyed with regard to the satisfaction with the technology support services. Roughly 1/3 of the respondents reported to be somewhat satisfied with Lotus Notes (28%), Faculty Computer Support (28%), training workshops (31%) and Help Desk Services (33%). A large percentage of the respondents indicated N/A, which would suggest that these respondents had never had occasion to avail themselves of these computer support services.

Figure 5
Satisfaction with Technology Support Service



Additional Comments reiterated the same trends, that there is a need for greater training, greater access, and greater investment in technology at BMCC:

- More investment and interest in training faculty to be tech-savvy
- Adjunct offices: 1 computer that works, no tech support
- Information about college and university technology services should be made available each semester
- Inadequate system

VI. Why use technology?

A majority of the respondents felt that technology enriches courses (63%) or enhances instruction (61%). Another 48% indicated that it is a valuable pedagogical tool; 42% reported that it saves time, and 41% indicated that technology increased student participation.

Recommendations

Provide more tutorials and instructional materials for faculty and students

Conclusions

Based on this sample of respondents across BMCC, we can conclude that there is a large percentage of faculty, staff, and students who are using technology for administrative and academic purposes. Many know and use Blackboard but there are other learning platforms and Web 2.0 tools that are not being exploited. Many faculty find it difficult to integrate technology into their classes because of lack of availability or access or poor support or lack of training.

It is recommended that BMCC provide faculty, staff, and students with efficient and effective computer services support, greater access to more computer software and hardware, increased training for faculty and staff. It would be helpful to hire additional knowledgeable technology professionals, provide additional support services to answer the technology needs of all the community.

Appendix C

Borough of Manhattan Community College
The City University of New York

To: All Faculty
From : College-wide Instruction Committee
Date: May 23, 2012
Re: 2011-2012 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 2011-2012 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 2012
<i>Accounting</i>		
<i>Allied Health Sciences</i>		
<i>Business Management</i>	12	
<i>Center for Ethnic Studies</i>	10	
<i>Computer Information Systems</i>	0	10
<i>Cooperative Education</i>	8	
<i>Developmental Skills</i>		
<i>English Department</i>		
<i>Health Education</i>	72	82
<i>Mathematics</i>	77	113
<i>Media Arts and Technology</i>		
<i>Modern Languages</i>	0	5
<i>Music & Art</i>	90	
<i>Nursing</i>	0	0
<i>Science</i>	0	0
<i>Social Sciences and Human Services</i>		46
<i>Speech, Communications, & Theatre Arts</i>	0	0
<i>Teacher Education</i>	7	4

Implications: Per the “Course Cap Stabilization” Resolution passed in the May 26, 2010, the faculty unanimously voted the following: “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 D

Borough of Manhattan Community College
The City University of New York

To: All Faculty
From : College-wide Instruction Committee
Date: May 23, 2012
Re: Summary of data collected on instructional space satisfaction/needs

The following is a brief summary of the data collected regarding faculty concerns with instructional space:

Positive remarks about the current set-up: overwhelmingly, faculty like computers in classrooms.

Negative remarks the current set-up: Bad air circulation, no AC, and no control of room temperature were most noted

Also: Broken Furniture, dirty classrooms, missing ceiling tiles; Long wait in Murray for elevators; inability to use chalkboard and projector at the same time because of placement of the screen over the chalkboard

Faculty Requests as 199 Chambers is being redesigned:
Larger classrooms configurable for group work and small conferencing
More configurable space
Whiteboards
Blinds that work
Get the overhead projectors out
Computers for students