Institutional Response

of

Borough of Manhattan Community College

City University of New York

199 Chambers Street

New York, NY 10007

Prepared in Response to the

Middle States Commission of Higher Education’s

Analysis of the Institution’s

Periodic Review Report

The Middle States Commission of Higher Education

September 15, 2013
On August 18, 2013, the Middle States Commission on Higher Education (MSCHE) submitted to Borough of Manhattan Community College/CUNY (BMCC) its analysis of the BMCC Periodic Review Report. The reviewers observed that the college …

…has made progress in a variety of areas since the decennial visit in 2008. BMCC has worked to address most of the recommendations and suggestions posed by the visiting team and has introduced a variety of new processes and procedures to promote assessment at all levels of the institution. At the same time the College has addressed concerns about space issues…. While the College is making progress, some continued work remains to be done in the areas of demonstrating the assessments have occurred, developing a Technology Master Plan, ensuring consistency among Strategic Planning Documents, and linking institutional planning and budgeting. (p. 10)

The reviewers made five specific recommendations that the College should address in its Institutional Response. They fall under the following headings: Institutional Resources (Standard 3), Educational Offerings (Standard 11), Assessment Processes and Plans, and Linked Institutional Planning and Budgeting Processes. In addition, there are two suggestions (General Education and Major Challenges and Opportunities).

What follows is BMCC’s Institutional Response to the reviewers’ five recommendations and two suggestions.

**Institutional Resources (Standard 3)**

- **On Page four of the MSCHE Evaluation Report, under Institutional Resources (Standard 3), the reviewers “recommend that the development of a comprehensive Technology Master Plan begin in 2013-14 academic year to ensure that technologies are supporting student learning and success as well as BMCC’s Mission and Strategic Plan. “**

BMCC has begun, in earnest, the process of creating a Technology Master Plan. A white paper, drafted by the Vice President for Administration and Planning, is currently circulating among the President’s Executive Cabinet. (See Appendix 1) The foundation for the white paper was drawn from the work of numerous faculty and staff who have served on technology-related committees over the past few years, specifically:

A) A Green Paper on Technology written by our Campus Leadership Fellows; (see Appendix 2)

B) The standing committee on Technology, established by the College Council that meets with faculty, staff, and students on issues affecting the college and reports back to the Council regularly;
C) The PRR subcommittee on technology, which generated a research paper on the various technologies available to support academia; (see Appendix 3) and

D) The University-wide IT screening committee, which is responsible for determining policy and technological initiatives for the University and its member colleges in CUNY.

It is the expectation of the VP for Planning and Administration that the Technology Master Plan will be in place before the end of the 2013-14 academic year.

The College has conducted a search for a Chief Information Officer (CIO), who will be responsible for conducting ongoing campus-wide discussions on technology support and institutional direction. The finalists for the position are being interviewed now. BMCC is confident that one of the identified candidates will join the Administration shortly. One of the expectations of the new CIO will include the consolidation of the various network-dependent services into an IT managed organizational structure. This will include aspects of the library, Media Center, Instructional Support Services, the back end of Web services and e-learning.

The College has remained current with the new opportunities inherent in today's technological service delivery systems. IT dependent systems are extensively used at the college to support the academic and administrative needs of the largest undergraduate institution in CUNY. Our ability to support online instruction was further enhanced this past year by the college's migration to the Microsoft platform and implementation of an active directory, which enabled the college to ensure authenticated single sign-on access. Both efforts increased the college's ability to respond to and provide increased mobile device services within a security-protected environment. The college is about to launch SharePoint, which will greatly enhance the collaborative learning, research, and professional development activities of our college community.

The location of the college at Ground Zero and in the Zone A floodplain has magnified the importance of good, sound mitigation and disaster recovery practices. BMCC is actively involved with CUNY in designing multiple location fail-over sites for our highly dependent technology infrastructure. In addition, the college is building a new data center above flood levels and has already created mirror fail-over backups between our buildings using fiber optics and laser cannons. Currently over 5,000 PCs and 2,500 devices are connected to the network on campus, in addition to wireless and offsite dependencies. Redundancy and recovery planning is critical to our educational mission.

Overall, the College expects that the new Technology Master Plan will provide a clear framework for technology related decision-making, will serve as a good introduction for the new CIO, and enable that individual to “hit the ground running”.

Educational Offerings (Standard 11)

Under Educational Offerings (Standard 11), “the reviewers recommend that BMCC continue to develop measurable outcomes for its Educational Offerings and institute program assessment that relates directly to student outcomes.” (p. 5)

In BMCC’s PRR, the section on Educational Offerings dealt with both academic and non-academic experiences; however the majority of the section focused on the non-academic areas, educational experiences offered by Student Affairs and the BMCC division of Adult and Continuing Education and Workforce Development. The College’s discussion of academic educational offerings was primarily covered in the PRR’s sections on General Education (Standard 12) and Assessment of Student Learning (Standard 14). Academic and non-academic educational offerings will be discussed in this section. In addition, we will review academic offerings in the section on Assessment Processes and Plans.

Academic

In general, all BMCC strategic initiatives and programs are monitored with evaluation and assessment data. This is certainly true of academic educational offerings. For example, the Freshman Learning Academy program, launched in the fall of 2012 to improve new student success and retention, is evaluated after every semester with a quasi-experimental outcome analysis using propensity score matching and group comparisons. In addition, qualitative reports from participating faculty are collected each semester. The data are carefully scrutinized for lessons learned and course corrections needed. For example, the FLA offered more social science courses after finding statistically significant positive results of student interest in their social science classes compared to non-FLA social science classes. The evidence of positive outcomes has validated steady growth in cohort size and resource allocations for the program. The longitudinal analyses continue in order to assess progress for each subsequent cohort. The evidence of positive outcomes has validated steady growth in cohort size and resource allocations for the program. The longitudinal analyses continue in order to assess progress for each subsequent cohort.

In another example, the Supplemental Instruction Initiative, a component of the strategic initiative: “Innovation in Reading and Writing Education,” makes one-to-one tutoring available both in and out of the classroom for Developmental Skills writing courses. A rigorous evaluation of the effectiveness of the supplemental tutoring has informed continuation of the effort, as well as adjustments to the process, training, and selection of tutors.
Finally, the department of Teacher Education has done a full assessment of its programs. Based on their assessments, they have identified a number of actions that will improve learning such as incorporating peer review and peer editing assignments into classwork, giving more opportunities for students to apply particular theories into practice, and providing more availability for students to conduct observations. These actions will contribute to a more rigorous Teacher Education curriculum for its students.

The College will continue to work on programmatic assessment this academic year with support from the college-wide Assessment Committee and Coordinator of Assessment. Strategies towards progression in academic program assessment are discussed in the section on Assessment Processes and Plans. Workshops and other resources to aid in the evolution of the College’s assessment process will be offered. One useful exercise that programs will be asked to partake in is completing program maps where faculty members align program outcomes with courses in the program. This exercise will ensure program outcomes are in sync with student learning outcomes that are current and measurable; it also allows faculty to see where program outcomes are being covered, and to what extent.

**Student Affairs**

The Division of Student Affairs has taken a leadership role in the assessment of its non-academic educational support programs and services. There have been frequent divisional meetings and working sessions in collaboration with the Office of Institutional Research and Assessment and the college’s Coordinator of Assessment to develop measurement instruments appropriate to the services provided and to collect and utilize the results. Service units within the division have undertaken assessment of key services, such as providing good customer service with students on the telephone, and programs and have made improvements based on the assessment data collected.

As one of several examples, the Office of Financial Aid has undertaken a number of peer review studies to not only bring about a greater degree of regulatory compliance but also to improve its customer service (e.g., as a result of the assessment, staff underwent mini-training sessions to provide better phone service and information to students about Title IV withdrawal and re-institution). In addition, the scheduling of one of our First Year programs was modified to offer weekend sessions based on data collected from attendees indicating the need for the additional sessions. Moreover, the division was able to broaden its summer student activities program offerings based on an initial pilot which was assessed, the results justifying the introduction of the new programs.

It is recognized that assessment should be ongoing and linked to longer range planning and goal setting. The division will expand its assessment efforts to include greater use of annual assessment plans, a variety of assessment models and more focused attempts to use the assessment results.
Adult and Continuing Education and Workforce Development

BMCC’s Division of Adult Continuing Education and Workforce Development, (ACE) works across all divisions and departments within the BMCC community to provide non-traditional and professional training programs to our students. The three general areas that compose BMCC’s Division of Adult Continuing Education are:

1) Workforce Development programs
2) Adult Literacy programs
3) College Pathway programs

ACE has improved intake and assessment for Workforce Development programs in order to identify students and to diagnose skill levels for placement. ACE has started to implement student satisfaction surveys across all of its programs. ACE has also created industry advisory boards for workforce sector areas to provide feedback on the outcomes of workforce programs.

ACE Workforce Development programs, both tuition based and grant funded (primarily funded from the Department of Labor, the New York State Education Department, and the New York City Small Business Services) are tied to the outcome success documented through mandated data collection and required course evaluations completed by our students. We consistently submit quarterly program outcome reports to our program funders. BMCC’s Division of Adult Continuing Education assesses recruitment data, graduation/completion rates, applications, referrals, educational gains, satisfaction surveys, attendance, and internship and placement rates where appropriate.

BMCC’s Division of Adult Continuing Education has implemented more stringent internal operations and processes, controls and assessments and integrated intake processes. We have implemented student evaluations, and instructor observations for over 50% of our programs. It is our goal to increase the percentage of the programs that are evaluated. (See Appendix 4 for examples of some of the evaluation tools that have been developed with the support of the CUNY Central Office of Adult Continuing Education.)

For ACE College Pathway programs the CUNY ASSESMENT TEST (C.A.T.) is used as an initial assessment to determine students’ eligibility and course placement based on the program score range. After studying intensively in targeted subject areas accepted CUNY Start students are then post tested on the CAT to determine if remediation needs have been eliminated or reduced. Passing scores on the CUNY Assessment Tests indicate that students have stronger academic skills and will begin taking CUNY college courses the following semester. As a result of attending the CUNY Start program, students are likely to reduce the time that they can spend in college remedial courses and make a stronger transition to college credit courses.
On page 9 of the reviewers’ evaluation under the heading of Assessment Processes and Plans, a recommendation was made “that BMCC continue to implement its Student Learning Assessment Plan, demonstrate that outcomes are assessed across all academic courses and programs, and show how data from the assessments are being used to improve student learning.” In addition, two suggestions were made regarding General Education (Standard 12) and Major Challenges and Opportunities: “that the College develop a plan to address those departments that have not met the 50% goal to ensure they stay on track for completing the General education alignment and assessment” (p. 5) and “that BMCC take actions to ensure that the College and students do not lose ground in the progress made in embedding and assessing General Education across the curriculum.” (p. 6)

With respect to the recommendation and the two suggestions, BMCC continues to move forward with assessing course and program outcomes facilitated through set time lines and periodic meetings between the Coordinator of Assessment and department assessment liaisons. During these meetings, the Coordinator of Assessment shares with departments their status in academic assessment and discusses with the liaisons what next steps should be taken in the current semester or upcoming academic year. Assessment projects vary based on where departments are in the assessment cycle: departments could be in the middle of a particular course or program assessment; revising syllabi so that course and Gen Ed outcomes and measurements are current and appropriate; or working on program outcomes or Gen Ed assessment. The assessment cycle typically takes one year. The priority is to close the loop on any recently conducted assessments. The Coordinator of Assessment provides resources and guidance that assist departments in using assessment findings in a meaningful way. Additionally, the Coordinator of Assessment helps departments analyze assessment data when needed. Moreover, at the periodic meetings, department liaisons update the committee regarding department status with respect to their mandated Middle States revision of at least 50% of their syllabi to contain both student learning outcomes for the course and in General Education and the means to measure them. Currently all of the BMCC academic departments with the exception of one department have revised over 50% of their course offerings (See Appendix 5). Furthermore, the liaisons discuss their plans for ensuring that, at the very least, the minimum goal of the college’s self-imposed targets that are well beyond 50% will be achieved (by the end of fall 2013, departments are expected to revise 70% of their syllabi). Some of the departments who are below the College’s target rate are borderline (around 60%) are mega-departments and have a large number of courses in their inventory; therefore, it may take a little longer for them to reach the target. However, the College is working closely with them and expects those departments that are below the College’s imposed minimum revision percentage rate will accelerate their process, especially since many new faculty in those departments are extremely open to and engaged in the assessment process. The Coordinator maintains a chart that clearly shows the status of the various assessment activities within the departments, constantly updates it, and shares the information with the department liaisons and department chairs (See Appendix 5). In addition, the College has incorporated CUNY’s Pathways to Degree Completion Initiative into all its curricula. The Central Office specified the student learning outcomes for the Pathways general education courses and provided the rubrics for assessing them.
At our upcoming Assessment Day this fall (to be held on September 20th), departments will work on moving forward on their assessment projects. Areas of concentration will include closing the loop on recently conducted assessments, devising new course, Gen Ed or program assessment plans, finalizing program outcomes and articulating course and Gen Ed student learning outcomes and measurements in syllabi. The Coordinator of Assessment will facilitate a workshop at the start of Assessment Day that will focus on strategies to effectively close the loop on assessment. Any other questions or concerns about academic assessment will be addressed as well.

The BMCC Assessment Committee, chaired by the Dean of Academic Programs and Instruction with department assessment liaisons and the Coordinator of Assessment as members, plans to update its Comprehensive Assessment Plan to ensure the cycle of assessment continues in both academic and non-academic assessment. Plans have also been made to visit each academic department over the next two semesters when the Committee will share the updated plan and timelines. (See Appendix 6) While course and Gen Ed assessment have become integrated in the departments, more attention is now focused on program assessment; as such the Committee will focus on communicating to departments that this next step in building a sustainable culture of assessment is of great importance and will provide workshops and guidance on programmatic assessment over the course of this academic year. For those departments already conducting program assessments, the Committee will offer support for continued growth in this area.

Linked Institutional Planning and Budgeting Processes

Under Linked Institutional Planning and Budgeting Processes, the reviewers had two recommendations: “that BMCC ensure that all internal and external documents about the College’s Strategic Plan are consistent in referencing the overall time frames for the current Strategic Plan, including priorities and goals…” and “…that BMCC fully document the linked Institutional Planning and budgeting processes under the Collaborative Improvement Model and demonstrate to internal and external audiences how planning, assessment, and budgeting are linked.” (p. 9)

In the last three years, the BMCC Strategic Plan has become a living, dynamic, ongoing, campus-wide tool for monitoring societal trends, eliciting creative visions, synthesizing assessment and action, measuring progress, and re-evaluating our direction as a collaborative campus community. To reflect the continuous nature of this ongoing effort, the BMCC Strategic Plan has been re-characterized as a rolling five-year document, with annual review of goal language, timelines, project inclusion and progress toward project completion and institutionalization. In this modified process, it is expected that the strategic priorities, goals and objectives will change only slightly. At the same time, the approved strategic projects and initiatives will continue through a life cycle of planning, proposal, pilot, evaluation, implementation, institutionalization, and project accomplishment. They will eventually be replaced by innovative new efforts in the ongoing cycle. Since the 2008-2013 BMCC Strategic
Plan is at its end, the College will communicate all references to the BMCC 2014-2019 Strategic Plan through the Collaborative Improvement and Strategic Planning process incorporated in the Collaborative Improvement Model (CIM). All references to the rolling Strategic Plan will be consistent throughout the College, as expressed during capacity-building workshops, ongoing meetings, annual retreats, published materials, and web sites devoted to the CIM and BMCC Strategic Planning.

BMCC, particularly through the CIM, is committed to the strategic priorities embodied in the BMCC Strategic Plan and the careful analysis of available quantitative and qualitative information in all planning and policy decisions, especially in decision-making about budgeting and resource allocation. One of the major benefits of the implementation of the CIM has been ongoing reference to the Strategic Plan goals and objectives as well as the increased collection and dissemination of information about the external context, stakeholder requirements (CUNY Master Plan, CUNY Performance Management indicators, MSCHE standards, suggestions and recommendations), enrollment trends and pressures, key indicators of student momentum and success, and program evaluation.

The goal is to guarantee that every discussion about budget and allocation, wherever it occurs on the campus, and whichever revenue stream is subject to decision-making, is informed by the BMCC strategic priorities, our collective vision, and the available research on best practices and effectiveness. The College has made great progress in the last few years toward including careful analysis as well as increasing transparency in the several budgetary environments that combine into the totality of available BMCC resources. As a component college of a large university system, BMCC is often mandated to spend a portion of the College resources according to an overall University Master plan. Within the discretionary revenue environments, however, budgetary decisions are made by inclusive Committees and the President’s Cabinet. The CIM has made informational resources regularly available for decision-making by the Cabinet, as well as for non-Cabinet budgetary committee members, particularly those who are active either in Planning and Assessment Teams, Strategic Steering Committees and/or the Collaborative Improvement Council. As more and more faculty, staff, and students are attracted to the “open-call” for participation in the CIM, and as the public documentation of the process increases, BMCC expects the quality of the innovative future planning and the budget allocation discussions to continuously improve. The Freshman Learning Academy Model, a major component of our strategic efforts related to student retention and success, was designed in large part through Work Team research and discussions in the “Supporting Student Success” Steering Committee. The design efforts were guided and supported by BMCC Senior Administrators.

Reference to BMCC strategic priorities, targeted data, and related research will increasingly become the beginning point for all budgetary allocation discussions, as is evidenced by extent to which our current decision-makers have embraced this paradigm in the short history of the CIM restructuring. All documentation of the CIM linkages to the budgetary allocation process will be consistent throughout the College, as expressed during capacity-building workshops, ongoing
meetings, annual retreats, published materials, and web sites devoted to the CIM and BMCC Strategic Planning.

BMCC recognizes that assessment on an institutional, programmatic and course level are crucial to our mission: to provide our students with the best possible programs both inside and outside the classroom that will prepare them for successful transfer to a senior institution and for employment in the workforce. We are grateful to MSCHE for their recommendations and suggestions. We are confident that as we continue to close the assessment loop, we shall steadily improve as teachers, administrators and as an institution that will offer our students the best education for the 21st century.
Appendix 1

BMCC White Paper

Project Plan and Discussion Draft for the Creation of a Technology Master Plan
for

BMCC - Academic Year 2014
The following text is a working draft that provides the framework for the creation of a technology master plan for BMCC that will be consistent with the college's educational mission and the academic master plan of the City University of New York. BMCC will engage in campus-wide discussions that will further develop short-term and long-term goals and objectives for the following strategic areas:

I. Teaching, Learning and Research

- Goal: Extend and enhance student success and access to the academic experience through technology.
  - Objectives:
    - support online instruction
    - support developmental education with technology pilot programs
    - identify software solutions for enterprise E portfolio
    - ensure electronic access to textbooks, curriculum and course material (e-books)
    - ensure campus classroom environments have appropriate technology for instruction
    - enhance student academic capabilities through virtual labs, application streaming and simulation
    - support University faculty initiatives and build community through online applications
    - support the libraries to provide reliable access to electronic resources and online course management
    - support the libraries and planning of an institutional repository

- Goal: Provide effective technology for academic research, scholarship, creative development and collaboration.
  - Objectives:
    - support academic research by acquiring research, library and collaborative tools
    - provide ongoing enhancements to the college's IT infrastructure

II. Student Services

- Goal: Enhance and extend student services through information technology.
  - Objectives:
    - support efforts to streamline and improve admissions through online and self-help systems
    - enhance online communication and collaboration
    - support students with disabilities through the continued deployment of assistive technologies
    - continue efforts to participate in and negotiate for enterprise licensing agreements to reduce costs
    - provide software and additional functionality to improve student self service options
III Enterprise Technology

- **Goal:** Support, enhance and transform education, research and administration through effective, responsive, innovative and constituent focused management and leadership.
  - **Objectives:**
    - ensure that technology remains a vital asset for academic/administrative processes and efficiency
    - ensure that technology is utilized to strengthen and nurture the college and university
    - promote collaboration among faculty, staff and students to facilitate use of computing technology
    - ensure that there is alignment and linkage between college and university IT planning efforts
    - create a consistent IT strategic planning template and framework that support college and university planning
    - participate in University IT enterprise planning efforts

- **Goal:** Provide cost-effective enterprise technology solutions.
  - **Objectives:**
    - enhance the data center and campus infrastructure
    - enhanced communications through robust video teleconferencing and mobile technologies
    - enhanced email communications for the campus
    - support efforts to provide supplemental assistance during and through the CUNY first implementation
    - pursue additional IT procurement opportunities to produce additional cost savings for the college

- **Goal:** Further develop the existing IT governance
  - **Objectives:**
    - nurture and support campus discussions and collaborative processes for consensus-building through campus discussion
    - ensure alignment of technology priorities with the academic mission of the college

IV Support Services

- **Goal:** Support the mission of an integrated University
  - **Objective:**
    - continue the support of the CUNY first implementation
  - **Objective:**
    - develop a recruitment and retention strategy for both entry-level and experienced IT staff
    - support continued skills and professional development through ongoing training

V Protecting Technology Assets and Data

- **Goal:** Leverage information security planning and software tools
Objective:
- increase IT security awareness for all campus users
- continue the implementation of IAS tools to manage and reduce risks to the network

Goal: Encourage IT business continuity and disaster recovery planning

Objective:
- develop and implement a business recovery and disaster recovery plan
- conduct ongoing penetration and recovery tests to better prepare for IT recovery
Appendix 2

BMCC Leadership Fellows Program Final Report

Technology Green Paper
LEADERSHIP FELLOWS PROGRAM

FINAL REPORT

STRATEGIC INITIATIVE: TECHNOLOGY GREEN PAPER

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SUBMITTED: July 17, 2012
**Rationale:** Technology continues to change rapidly; demand for services and resources continue to grow. As employees and students advance their computing skills, there is an expectation that the campus technology will remain secure, reliable and accessible. As growth in mobile technology and web services continue to emerge, there is an equally strong assumption among faculty, students and staff that BMCC’s technological infrastructure will continue to expand in order to meet the increasing demand for services. This comes at a time of declining public support for higher education, limited resources and escalating cost for technology.

The BMCC Fellows will work with the Vice President for Administration to develop a comprehensive Three-Year Technology Master Plan which will guide the college toward cost effective decisions and help provide the balance between requirements for core operations and the desire/need to explore emerging technologies in support of the teaching and learning enterprise. This Technology Master Plan will be a practical outline for identifying and developing initiatives that will be implemented to best support the overall vision of the campus. This plan will take a more strategic approach (as opposed to a purely operational approach) to outlining and identifying the technology initiatives necessary to support the campus. The Plan is not meant to be a prescriptive document with tasks clearly identified but rather, it is to be a living document that will be reviewed and updated annually by the college leadership and other planning groups.
INTRODUCTION
This paper envisions technology as a tool to facilitate knowledge exchange and build community among BMCC stakeholders through the leveraging of dynamic talents and experiences of the diverse constituencies of the College.
Keeping in mind that technology is not an end in itself, we aim to achieve the aforementioned goal by harnessing the power of technological advances in order to support the Four Strategic Priorities of the College:
- Excellence in Teaching, Research & Learning
- Student Success and Retention
- Organizational Effectiveness and Institutional Accountability
- Community Engagement & Economic Development

OVERVIEW OF EXISTING

CONDITIONS Strengths

- **Resource Rich**
  BMCC is a leader among two and four-year colleges in utilizing a wide array of technological resources that support the College’s academic mission. For example, all classrooms are considered “smart.” They offer a variety of technological tools, such as projectors, smart boards, and computers with internet access, which enhance in-class instruction.

- **Infrastructure**
  BMCC maintains a strong back-end network to support various end-user products. All activities taking place at Fiterman Hall, which opens in fall 2012, will enjoy a formidable technological support system. Such an infrastructure will serve as the model for technologically-related structural changes that the College plans to implement at its other sites.

- **Technological Savvy**
  The College possesses considerable technological know-how among its constituencies. In order to support, promote, and bring in innovative technology at the College, BMCC employs a cadre of exceptionally talented people working in its various technological...
areas (i.e. Computer Center, Instructional Technology, Learning Resource Center, Library, Media Center, Public Affairs).

- **Self-Service Technology**
  The College harnesses already a variety of programs through which users actively help themselves, such as Panther and DegreeWorks, and plans to employ such programs in the future, such as CUNYFirst.

**Weaknesses**

- **Lack of Overarching Vision**
  While BMCC has a clear and distinct mission that guides many of the activities of the College, or the institution as a whole, the institution lacks a vision for how technology can support these endeavors. Departments that oversee the delivery of technology each have a goal, but they do not have an integrated vision that has each area playing a part in moving BMCC forward. In the creation of a senior administrator, the College has identified the need for an overarching mission, and therefore has already begun to take the necessary steps to tackle this issue.

- **Coordination of Resources**
  While BMCC has many computer labs, many faculty members have expressed frustration in not being able to enhance their courses through the use of technology because labs are not available at the time that they need them. During prime class times, not enough computer labs are available in order to accommodate the faculty who wish to use these rooms. As the College is unable to provide an unlimited number of computer labs, better coordination of such resources is needed.

**Opportunities**

- **Leveraging the Millennial Generation**
  Over the past few years, BMCC has enrolled an increasing number of traditionally-aged students. The millennial generation students are more technologically-skilled than previous generations. Other institutions of higher education have been leveraging the skills of these technologically-savvy students to provide better IT support, or to interact
with their peers using social media platforms. This approach is mutually beneficial to the institutions and the students. Research has shown that students who are employed on their college campuses are more likely to be retained versus students who work off-campus. Particularly for students interested in going into the IT world, these opportunities provide hands-on experiences and job training.

- **Online Human Touch Strategies Based on Learner Analytics**
  An important technological trend in higher education is the use of online human touch strategies to provide a holistic approach to student retention, online orientation, community development, personalized communication, and data driven decision-making.\(^1\) Using the growing amount of data available about students through these online applications, the use of learning analytics is another important trend in higher education. Learning analytics allow instructors to tailor the curriculum to address individual students’ needs, and guide them to appropriate supplemental learning resources. The use of this type of technology allows instructors to assess student learning during the course and make necessary adjustments.\(^2\)

- **Social Media**
  As the use of social media increases, colleges and universities must adapt and begin to incorporate this mode of communication to engage students and build community. Social media has proven to be an effective tool for marketing, branding, and even community building. The utilization of social media for classroom learning has risen, and it has the potential to arm professors with new ways to engage students on a platform with which the students are familiar.\(^3\)


• **Cloud Computing**
  Investing in purchase-and-install software is on the decline, as institutions are realizing the value of "cloud" applications that are housed (and accessed) online. These options are often more affordable, easier to implement, and provide institutions with a vast storage capacity.

• **Use of Games**
  The use of game design elements in on-game contexts is one of the most powerful trends in higher education today. Games encourage “persistence, risk-taking, attention to detail, and problem solving,” all “behaviors that ideally would be regularly demonstrated in school.”
  In other words, game encourage productive behavior in students by imbuing learning content with the sense of meaning, excitement, and community traditionally associated with games. At BMCC, the Game-Based Teaching and Learning Faculty Interest Group is actively focused on exploring the pedagogical possibilities of digital and non-digital games.

**Threats**

• **Increased Online Learning, Credentialing & Badging**
  More and more colleges are integrating online and hybrid learning into their curricula as core offerings. A movement has begun to not define learning as the amount of student “seat time.” Existing brick-and-mortar institutions will continue to face competition from the growing number of online learning environments that can offer certification and “badging” to fulfill the educational gaps of students in the absence of a traditional educational setting.

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• **Speed of Technological Advancement**

Technological innovation is so rapid that by the time students, faculty and staff develop a level of comfort on a particular platform, it is already time for them to move to a new or updated version. From the perspective of technology administrators, such a development necessitates knowledge concerning long-term technological trends to allow for the most efficient and long-lasting adoption of new products.

**APPROACHES TO TECHNOLOGY PLANS**

In preparing this document, the Committee researched a multitude of campus technology plans. These technology plans ranged from very specific (in which the college provided great detail on the specific projects that would be implemented) to the more broad (in which the college developed a vision for the use of technology). Brown University and Miami Dade College are two institutions offering differing technology plans that exemplify the above approaches.

**Brown University IT Strategic Plan (2008-2013)**

Brown University, a prestigious Ivy-league institution, designed its technology plan to unite the college community, promote effective collaboration, and provide a broad framework for making choices based on the institution’s technological state and needs. It is the first time that the University attempted to create a technology plan. For that reason, Brown made a concerted effort to justify its alignment with the College Mission. The Plan emphasizes the need to pay careful attention to the choices made, as well as the resources used, as it moves towards the future. The Plan includes an overarching vision that incorporates three emergent themes, fourteen guiding principles, and eight enablers of success.⁵

**Miami Dade College – Strategic Technology Plan (2008-2013)**

Miami Dade College, a state-sponsored community college, created a technology plan that aimed to continue to leverage technology in order to accomplish the College’s Mission of providing accessible, affordable, and high quality education. The Plan, which was an update to

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⁵ Brown University IT Strategic Plan, 2008-2013, [http://www.brown.edu/cis/about/itsp_v2.pdf](http://www.brown.edu/cis/about/itsp_v2.pdf)
the 2000-2005 Strategic Technology Plan, focused on how the College could maintain its pace of technological advancement, as well as position itself to react to, and take advantage of, the ever-changing technological landscape. In comparison to Brown’s technology plan, it is more tactical in nature.6

This technology Green paper aims to find a balance between these two technology plans, serving as a document that is tailored specifically to BMCC, so that it could provide truly useful insight to the incoming leadership.

PROPOSED MODEL

VIRTUAL COMMUNITY

In endeavoring to provide a stronger, fluid, and more transparent communicative environment at the College, the Committee recommends the forging of a Virtual Community, which will enable users to interact with each other in a multitude of ways online. With BMCC at its center, the Community would, in addition to a virtual campus, include our external business and cultural partners as well. Online social media, gaming, and human touch strategies, as well as cloud computing, open up doors to novel techniques of teaching and learning. Despite concerns regarding Second Life Technology,7 the latest learning trends in virtual reality, such as Virtual Worlds and Augmented Realities, still hold great potential.8

The College has already undertaken steps in creating potential components of a Virtual Community. During the 2011-2012 academic year, for example, BMCC received monies from the University Chancellor’s office to create online resources to address advisement issues. With

these funds, the College has been able to develop two avatars for students who welcome and orient incoming students to the College, as well as inform current and continuing students on issues relating to academics. Such endeavors could serve as virtual “frontier posts” from which the BMCC Virtual Community could expand.

Our use of the concept of “Community” is quite deliberate. BMCC is a technologically-sophisticated place boasting plentiful resources. It prides itself on its diverse mosaic of talented stakeholders, each seeking to advance his/her own interests with imagination and determination. At the same time, however, the College must strive always to be a community as well, one in which all individuals associated with BMCC demonstrate a “unity of will” and common purpose in aiming to harness and coordinate available resources dynamically in order to achieve our institutional goals. Cognizant of the latter concern, the Committee presents the following reflections and recommendations aligned closely with the College’s Four Strategic Priorities, all of which are addressed explicitly by various components of our proposed Virtual Community:

**Excellence in Teaching and Learning**

In order to truly tap the scholarly expertise and teaching talents of our faculty, the College needs to provide the opportunity for faculty and staff to share knowledge, facilitate open communication, and establish a space for these groups to work on activities related to scholarship and teaching, both inside and outside the classroom.

To this end, BMCC could develop a platform that would facilitate the dissemination of useful data concerning the research interests, projects, and workshops of our faculty. Such a site can actively connect like-minded faculty. A search engine of this type will enable scholars and educators to “find each other” regarding shared passions and current work they are

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9 The term derives from the eminent German sociologist Ferdinand Tönnies, *Community and Civil Society* (orig. *Gemeinschaft und Gesellschaft*, 1887), Jose Harris, ed., Margaret Hollis, trans., Cambridge University Press, 2001), 22.
undertaking, or future projects they wish to pursue. The design of the site will keep in mind the goals of enhancing communication, encouraging cooperative work, and strengthening the sense of academic community at BMCC. We recommend that the website utilizes language that resonates with faculty, such as “Teaching,” “Learning,” and “Scholarship.”

**Student Success and Retention**

For many new students, entering college is often a time of confusion, disorientation, and even alienation. As a commuter community college, students try their best to understand college requirements, while seeking to balance their academic pursuits with work and home responsibilities. Without support of a strong student network, students often become lost in the academic maze. According to the organization that administers the American College Test (ACT), one in four college freshmen will drop out before completing the sophomore year. The reasons for this high level of withdrawal vary, but a report by UCLA’s Higher Education Research Institute suggests that new students often feel overwhelmed and unprepared for the academic and social challenges of college life.

We believe that by harnessing technology skillfully, BMCC will be able to enhance the first-year experience by developing a platform that allows and encourages students to explore the College’s resources, while connecting with other students, faculty and staff. Frequently, students simply do not know how to navigate the college terrain. This interactive platform would increase student interaction, as well as enable students to share their own experiences in order to assist each other.

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Organizational Effectiveness & Institutional Accountability

To address escalating budget constraints and new operational challenges, colleges and universities are using technology to transform how they deliver instruction, manage operations, ensure accountability and create an information-agile institution. CUNY is no exception. With the implementation of CUNYfirst, a University-wide Enterprise Resource Planning Project, it aims to bring together a common suite of policies, processes, and technologically advanced information systems that will enable the University to streamline its processes and use its resources more efficiently.

In order to realize the full potential of this and other technological implementations, such as the upgrade to Blackboard 9.1 or the new CISCO phone systems, one must consider structures and processes that will facilitate the adoption of new technology. In order to more optimally coordinate College resources and improve delivery of services, the Committee supports the creation of a chief technology or a senior academic technology officer to oversee activities that aim to support the institutions academic mission by using technology. As noted earlier, BMCC is well on its way to fulfilling this need. The administrator would provide an overarching vision to the College, as well as coordinate the committees that are currently addressing technology (i.e. College Council Technology Committee, Technology Fee Committee). He/she will spearhead the development of the Virtual Community in close consultation with the many talented individuals knowledgeable about technology and its use at the College. Such people need to be brought into the fold, so that their input could be gathered and efforts could be coordinated towards executing common goals regarding the establishment of the Virtual Community at the College.

The harnessing of technologically-savvy talent increases the need for enhanced support for the College as a whole. BMCC must identify the different paths for finding information and assistance that College stakeholders requests. Faculty members receive support from instructional technology, students receive support from E-learning, and all members of our community utilize the Helpdesk. In addition, certain technology areas remain the purview of
the Media department or the Public Affairs office. Discussions with College stakeholders suggest that more resources must be provided to undergird the support provided by these different offices, as well as enable BMCC faculty, staff, and students to recognize where different technology assistance comes from, so that they could more efficiently tap the right office for information.

Ultimately, staff and faculty, in particular, need to not only familiarize themselves with where they could obtain assistance regarding technology at the College, but must become skilled practitioners of varied technology products as well. The College, therefore, should continue to provide comprehensive training in this regard. Those individuals currently offering training, however, indicate that their workshops are often not fully utilized. Time needed to train has been reported as an important barrier in adopting educational technology\(^\text{13}\). While faculty are able, from time to time, to procure release time in order to learn Course Management Systems, staff members usually do not have that privilege. One solution is to offer training using alternative methods, such as virtual training lounges, that would be accessible 24 X 7 in order to reach a greater population, at a time and pace that is both convenient and personalized. Incentives and recognition for completing such training will enhance the adoption of new technology. In addition, research has indicated that support offerings that could be scaled to meet demand, one-on-one customized consulting, and a community of users where faculty and staff can interact with each other and different support groups, are all likely to enhance adoption of educational technology in a higher education setting.\(^\text{14}\)

**Community Engagement & Economic Development**

Situated in downtown Manhattan, BMCC boats a multitude of corporate, business, governmental, and cultural partners.\(^\text{15}\) Online forums bringing together College stakeholders


and the outside community could serve to not only provide our students the best career opportunities provided by our world class locale, but to enable BMCC to emerge as a preeminent thought leader spearheading lectures, discussions, and debates concerning current issues impacting us all, such as globalization and sustainability.

By enhancing external contacts, our proposed Virtual Community will serve as a formidable fundraising vehicle. Benefactors who donate money to the college (or scholarships), as well as companies that sponsor programs at BMCC, will have virtual pieces of property named in their honor. Whereas individuals and institutions may not have millions to donate to have a physical lecture hall or a lab named in their honor, they may have $100,000 to contribute to a scholarship, and by doing so, have a virtual meeting space named for them. Undoubtedly, recipients of these scholarship funds will reflect on how the monies from an external source have assisted them in achieving their academic goals. Through such processes, bonds between BMCC and external supporters will be strengthened.

CONCLUSION
The notion of a Virtual Community emerged from a wish on the part of the Committee for BMCC to harness technology in a flexible, dynamic, and innovative way that would ultimately serve to achieve the Four Strategic Goals. Two principles guided our endeavor. One, we sought to avoid becoming mere devotees to a “cult of technology,” embracing technology for technology’s sake. Instead, we wanted to insure that technology would always remain a tool, a means to achieve a more significant and meaningful end. Second, we specifically chose to designate our report a Green Paper. In so doing, we wished to compose a provocative, preliminary framework that would provide some guiding principles and goals, to be approached from many different directions, and achieved by wide variety of creative means. By fostering not only discussion, but deliberation as well, where final concrete decisions will ultimately be made and acted upon, our hope is that this Green Paper will prove vital in enhancing efforts on the part of BMCC to harness technology to the fullest as it seeks to secure its place as a technologically cutting-edge institution of learning for the twenty-first century.
Appendix 3
BMCC Middle States PRR Report
Technology Committee
BMCC Middle States PRR Report: Technology Committee

This is the final report of the Technology Committee. The committee was convened as part of the process of creating the Periodic Review Report (PRR) to the Middle States Commission on Higher Education

Charge of the Committee
Our charge was twofold, to report on the status of the College’s Technology Master Plan and to report on how the College is responding to the latest trends in technology.

Committee Members
Christopher Stein, Media Arts & Technology, Committee Chair
Tom Lew, Instructional Technology Services
Ahmet Kok, Computer Information Systems
Amish Batra, College Computing Center
Michelle Martin Hollitz, Developmental Skills
Ruru Rusmin, Instructional Technology Services
Vinton Melbourne, Media Center
Rachel Sokol, Public Affairs
Sangeeta Bishop, Social Science

Technology Master Plan
Our committee was charged with reporting on the status of the College’s technology master plan (TMP). More specifically we were to report on the progress of the College in meeting a recommendation made in the Middle States Commission’s report to BMCC following the College’s 2008 Self Study Report. The recommendation was made under Standard 3: Institutional Resources, that “the college develop a comprehensive technology master plan.”

In short, the College has not developed a TMP. The College does plan for and implement technology but it does not do so under a unified master plan. Currently BMCC engages in a number of technology planning activities that are loosely organized around its hierarchical structure. The bulk of the decisions about which academic technology projects to pursue are made by the Office of the Senior Vice President for Academic Affairs with the Office of the Vice President of Administration and Planning. Together they oversee the major offices and departments that implement and support technology.
A good example of the shared decision making is around student Technology Fee expenditures. The President’s Advisory Committee on Technology (aka Tech Fee Committee) meets once a semester to review ongoing Technology Fee related projects and, in the spring, recommend a set of proposed projects for the coming academic year. Both the SVP for Academic Affairs and the VP of Administration and Planning are in close communication about and vet each project before sending them forward to the President for final approval. This process ensures that all projects are appropriate uses of the funds and allows the two Offices to search for alternate sources of funding for projects that may not be appropriate Technology Fee projects but have merit for the College.

Despite this close cooperation there are some difficulties that arise in the overall planning process and day to day operations. Most technology planning is done at a department level and then filters up. For example a department might plan for a project that involves hardware and software purchases. The OAA will evaluate the plan and consult with Instructional Technology Services (ITS) and possibly the Media Center (both of which it oversees) on implementation. If the project involves servers and network access then the College Computer Center (CCC), under the Office of Administration and Planning, would also need to be consulted. These three areas, ITS, Media Center and CCC may also need to coordinate with the department’s College Lab Technicians in implementing the project. This process happens multiple times across the various departments and offices of the College.

Because there is no technology master plan this process does not happen with clear overarching College-wide goals and the process for communication around the implementation of the projects is ad-hoc and not always as efficient as it could be. Also, because most planning is done in individual departments and offices there are no formal pathways to promote for cross-fertilization of ideas and shared resources.

Based on the work this committee has done both in investigating the technology master plan and how the College is addressing technology trends, it is clear that the College makes extensive and pervasive use of technology to support student learning and the overall Mission. There are a large number of innovative and dedicated faculty, staff and administrators who work to ensure that the College is a leader in the use of technology. The concern of this committee is that this work is sometimes siloed in a way that does not reflect the boundary-crossing, interdisciplinary nature of technology.

**Recommendations**

To help the College make even better use of technology and to address the concerns raised, this committee makes the following recommendations:

- The creation and implementation of a Technology Master Plan
- the creation of an office to oversee technology at the College with a Chief Technology Officer in charge of that office.
  - The creation of a College-wide technology committee with broad representation from all of the administrative offices
**Technology Trends**

The committee was charged with reporting on how the College is responding to the opportunities and challenges posed by the latest technology trends. At any given moment the College has a large number of projects in place or in planning to address the current technological trends. After a review of the current literature on Technology Trends the committee chose to focus on the following areas: mobile devices, eBooks & eReaders, data storage, social networking, online/hybrid courses, collaboration and communication tools, network infrastructure.

**Mobile**

Mobile devices are fast becoming ubiquitous and universal. Faculty, staff and students have them an increasingly expect to access information through them. BMCC has completed and is in the process of completing a number of projects to give mobile users access to College information and ensure it’s network can handle their presence.

The Office of Public Affairs, in coordination with the College Computer Center, has recently deployed a BMCC Mobile app for iOS and Android based devices that allows students, faculty and staff to access news, emergency info, course info, maps, directory and more. There are plans in progress to extend the capabilities of the app and the number of devices on which it is available. The Library is also working on a mobile app and is also compiling a reference list of the mobile apps for all of the 120 databases to which they subscribe.

The eLearning Center would like to add mobile access to Blackboard, the College’s LMS, but is constrained in this to the decision made by CUNY CIS as Blackboard is licensed on a University level.

Both the Library and the Media Center have laptop loaner programs available to students. There are currently plans underway to increase the reach of these programs.

In addition to the BMCC Mobile app, the College Computer Center is undertaking a number of projects to enhance the access and experience of mobile users at the College. The website is being optimized for mobile accessibility, a BYOD (Bring Your Own Device) strategy is being implemented that will allow faculty and staff to use their own mobile devices to securely access College information. The coverage of the wireless network is being enhanced and content delivery strategies will be put in place to optimize delivery of data based on device and network speed. Currently the peak load on the network is around 3,500 devices. With a denser array of access points than most comparable institutions and the aforementioned strategies the maximum capacity of the wireless network will be around 15,000 devices, allowing for even explosive short term growth in mobile devices.

**eBooks & eReaders**

eBooks and eReaders have the potential to alter the way in which students purchase and access books and the way in which faculty organize courses and publish.

Through the Library, the College already provides access to 190,000 eBooks across all subject areas. The Library also has projects in progress to test the feasibility of an eReader loaner program and, with faculty in Math and Reading, a grand-funded project to test a bundled eBooks system.
This is an area in which the College is not behind but must stay vigilant and focused to ensure that it stays abreast of potential rapid changes.

**Data Storage**

As information moves from paper to digital and as faculty adopt rich media to support their teaching, the data needs of the College are steadily rising.

Some areas have already implemented large data storage projects to meet these needs. The Library has e-reserves and institutional repositories to support the learning and research needs of students and faculty. The Media Center has a large, state-of-the-art storage network for the video and audio created by students in media creation majors. It’s capacity and flexibility is heads above those found at most colleges and is expected to meet the student’s needs for at least two years. The College Computer Center is in the process of implementing a large Microsoft SharePoint project that will make two gigabytes (GB) of online storage space available to students and four GB of online space available to faculty and staff. This SharePoint system will also be able to be configured to handle other data storage needs of the College.

One area in which there is some concern for data storage is video. Outside of the specialized needs of the media majors handled by the Media Center, faculty are increasingly using video, creating video and asking student to create video as part of the teaching and learning process. The eLearning Center expects the video needs to increase rapidly. Video is very demanding as it encompasses issues of security (both copyright and FERPA issues), large size, special streaming servers, access on different devices and network bandwidth. It is not clear that the College has in place a strategy, hardware and software to adequately handle these issues in the face of rising video use.

**Social Networking**

Over the last five years overall use of social networking platforms has skyrocketed to the point where most people in the US participate in some way.

A number of different areas across the College have experimented with social networking. Public Affairs maintains accounts for the College on Facebook and Twitter; the Library uses accounts on Facebook and LibraryThing; eLearning has a Twitter account and a Facebook organization and there are faculty who incorporate social media into their classes.

There is no overall College strategy or policy for the use of social media. This applies both to accounts created by departments such as those listed above and to the acceptable use of social media in classroom labs. The College currently does not block social media sites on any of the computers that have internet access, lab or otherwise.

**Online, Hybrid and Enhanced Courses**

BMCC has a relatively large number of online and hybrid courses with plans to add more. The use of technology to aid the teaching of fully online, hybrid (meeting both face-to-face and online) and enhanced (face-to-face courses that use technology) is ever growing.

Any course in the College’s offerings could be taught with the aid of technology. To respond to this the Office of Instructional Technology Services (ITS) has outfitted all teaching spaces, with the exception of some art and music rooms, with technology. These TEC’s (Technology Enhanced Classrooms) contain a internet connected computer attached to a ceiling mounted
projector and a stereo sound system. There are also a number of classroom labs with computers for each student in both general configurations and specialized labs to handle departments that have distinct software and hardware needs. ITS is also piloting technology to make it easy for faculty to connect a laptop to the projectors in the TEC’s and piloting alternative input devices such as touch enabled monitors.

The eLearning Center directly supports fully online and hybrid courses in a number of ways. It trains faculty in the use of and manages the College’s Blackboard LMS account. Through its staff, computer-equipped, dedicated faculty development space it is able to research, purchase, test and train faculty on software that can be used to support teaching.

The Center monitors and modifies the student registration process to help ensure that the students who participate in online and hybrid courses are well informed and qualified. It also plays the key role in the rigorous faculty training and development process that all faculty must complete before teaching online or hybrid courses. This process helps to keep the quality of those courses high.

**Collaboration and Communication Tools**

We live in an ever more interconnected world and technology collaboration and communication tools are the driving force in this trend.

The College Computer Center leads the College’s response to implementing these tools. Currently in its early stages, the previously mentioned SharePoint project will bring with it a number of new and enhanced tools. Students, faculty and staff will be able to IM, chat, video share, share content, create communities, plan and hold meetings, find and publish web sites. The Center also plans to make sign-on across SharePoint, email the wireless network and other systems simpler so that these services are easier to access and use.

People will also come with their own tools and the aforementioned wireless network and BYOD Computer Center projects will help to ensure that those tools can be put to use.

As a result of CUNY-wide purchases, faculty and students will also be able to communicate and collaborate with each other through tools built in to the Blackboard LMS.

**Network Trends: Wireless Networking, Cloud Computing and Virtualization, Anytime Anywhere Access**

Much of the technology mentioned in this report make use of a computer network in some way. That is being seen across the board in new technology, software and hardware. Increasingly the data we create and use is stored in the “cloud,” run on virtual servers and expected to be accessed anytime and anywhere.

The College Computer Center has a number of hardware and software projects in place to address these needs. Currently in progress is a desktop and application virtualization project that will students, faculty and staff to access their “desktop” from any computer at school or at home and will allow for the possibility of application streaming to home computers for better accessibility. Another project will use intelligent voice response (IVR) to allow students to call in and access information even when the College is closed. New portable handsets are being purchased that will allow faculty and staff to take their phones with them when they are not at their desks.
The network that supports all of these applications is important and the College Computer Center is continually improving and updating the network in response. Examples of upgrades and additions in progress include new, faster network hardware and direct high-speed links between the Main, Murray St and Fitterman campuses. Security is also a top priority and the Center has plans to integrate and improve upon the current already stringent security measures.

An area that poses a possible challenge for the College in the future is the use of specialized server software. While the overall network is the responsibility of the College Computer Center, other areas such as Public Affairs (which runs the College website), the Media Center, and Instructional Technology Services all run maintain servers with specialized software. Currently, departments such as Computer Information Systems and Media Arts & Technology need servers implement their curriculum. These needs are growing and as more software moves from the desktop to the cloud, departments not traditionally technology heavy may require server-based software. Another trend in server software is towards open source software as demonstrated buy CUNY’s own Academic Commons project and open source LMS platforms such as Moodle. The college must adequately plan and prepare to meet these growing server needs and ensure the ability of its technical staff to work with a variety of platforms.

Training, Adoption and Information Dissemination

With all of the technology related projects at BMCC it can be a challenge to keep the community informed about them, train faculty, staff and students in the use of new technology and encourage adoption. The offices and centers at the forefront of technology implementation, the College Computer Center, Instructional Technology Services, the Media Center, the eLearning Center and Public Affairs, all do work to get the word out and perform training.

The CETLS (Center for Excellence in Teaching, Learning and Scholarship) also merits recognition for it’s efforts. In particular Technology Day, a yearly event that brings together people from all of the areas above along with faculty and staff from around the College for a day of sharing, connecting and training around technology. It is perhaps the only time that all of these constituents are able to get together in one place.

Ever changing in its form and demands, technology will continue to challenge the College in this area. This combined with the natural silos of departments and disciplines means that the College must continue to make efforts to both respect these areas and implement technology that spans them.
Appendix 4
Sample Assessment Tools
for
BMCC Adult and Continuing Education and Workforce Development
# CONTINUING EDUCATION INSTRUCTOR OBSERVATION FORM

**Name:**

**Title:**

**Dept./Div.:**

**Date:**

**Observer:**

**Title:**

**Program:**

**Course:**

## INSTRUCTIONS TO OBSERVER:

This form is designed for both narrative comment and check-off in appropriate boxes. Each item should be checked off. It is recommended that specific instances and examples be cited in the narrative at the end of each section. The narrative portion should be used to make specific comments and to explain items checked.

The following guidelines are suggested to the observer in determination of rating.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Excellent:</strong> Outstanding performance; no major modifications recommended.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Good:</strong> Highly acceptable performance; minor modifications recommended.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Needs Improvement:</strong> Minimally acceptable level of performance; substantial modifications recommended.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Unacceptable:</strong> Unacceptable performance.</td>
</tr>
</tbody>
</table>

## I. Demonstration of Content Knowledge

*Comments on the above:*

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

## II. Use of Appropriate Teaching Techniques to Meet Students’ Needs

*Comments on the above:*

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

## III. Preparation for Lesson

*Comments on the above:*

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

## IV. Organization for Lesson

*Comments on the above:*

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
</table>

Rev: 1.24.12 aed
V. Evidence of Student Learning

Comments on the above:

VI. Existence of a Professional Learning Climate

Comments on the above:

VII. Ability to Communicate

Comments on the above:

VIII. General Perceptions

A. General assessment of the class. Include here any factors not previously mentioned and specific suggestions to improve instruction.

B. Problems external to instruction (e.g., room conditions, unusual problems in course content, etc.)

This is a satisfactory evaluation. This is an unsatisfactory evaluation.

Signature of Employee

Signature of Observer

Date

Date

Rev: 1.24.12 aed
POST OBSERVATION CONFERENCE FORM

Use of this form is optional, completion by the observer and instructor is not required.

Summary of Post Observation Meeting:
Check one:

☐ This is a satisfactory observation
☐ This is an unsatisfactory observation

________________________
Signature of Director or Designee Date

☐ I have received this memorandum
☐ I have no statement to make
☐ I have attached a statement

________________________
Signature of Continuing Education Instructor Date

☐ Continuing Education Instructor declines to sign

Rev: 1.24.12 aed
The following recommendations have been developed by the Program Quality Working Group and are not required directives. Instructor observations are to be conducted at the discretion of the CE administrator.

Who is Observed?
Continuing Education (CE) instructors are to be observed at the discretion of the CE administrator. It is recommended that new CE instructors are observed within the first 2 cycles of instruction. Follow-up observations should continue at the administrator’s discretion.

Training
Observers are trained by the CE administrator or have experience in CE instructor observations.

Before the Observation
At the time of hiring, instructors should receive a copy of the observation form and notice that they will be observed during their tenure. Instructors may be observed by a member of the administrative team. Generally, a minimum of twenty-four (24) hours notice is given prior to observations. Before an instructor is observed, it would be helpful for the instructor to submit to the observer a brief description of the lesson, including its purpose. The instructor should also indicate any constraints that should be known including a description of the student population.

During the Observation
The purpose of the observation is to provide constructive feedback on the instructor’s content knowledge, variation of teaching techniques, lesson preparation and organization, evidence of student learning, existence of professional learning climate, ability to communicate, and overall effectiveness. The observation plays a role in the instructor’s professional development. It also helps to inform administrators’ hiring decisions.

During the observed lesson, the observer should take notes. These notes serve as the basis for the observation form.

Observation Form
The observation form is designed for both narrative comment and check-off in appropriate boxes. Each item should be checked off. It is recommended that specific instances and examples be cited in the narrative at the end of each section. The narrative portion should be used to make specific comments and to explain items checked.

The following guidelines are suggested to the observer in determination of a rating.

4 Excellent: Outstanding performance; no major modifications recommended.
3 Good: Highly acceptable performance; minor modifications recommended.
2 Needs Improvement: Minimally acceptable level of performance; substantial modifications recommended.
1 Unacceptable: Unacceptable performance.

Instructors are observed on the following criteria:
I. **Demonstration of Content Knowledge** - Did the instructor illustrate a command of the subject area being taught?
II. **Use of Appropriate Teaching Techniques to Meet Students’ Needs** - Did the instructor vary his/her methods? Did the instructor use different kinds of activities (e.g., lecture, pair work, group work, etc.)
to help students learn the material? Did the instructor use appropriate methods to address different learning styles? Were the methods appropriate for the material?

III. **Preparation for Lesson** - Did the instructor seem prepared for the class? Did the instructor have the materials and/or technology ready?

IV. **Organization of Lesson** - Was the lesson logical? Did one activity transition appropriately to the next?

V. **Evidence of Student Learning** - Did the students seem to be following the instructor’s directions? Did the students seem to understand the content being delivered? Were the students able to practice and apply what was being taught?

VI. **Existence of a Professional Learning Climate** - Did the instructor demonstrate respect for students? Did students demonstrate respect for each other and for the teacher? Did the students seem comfortable asking questions?

VII. **Ability to Communicate** - Did the instructor communicate clearly, concisely, and accurately? Did the instructor use appropriate examples to support ideas? Did the teacher use appropriate voice projection and pacing?

VIII. **General Perceptions**

A. **General assessment**
This is where the observer should highlight the strengths of the lesson and also include suggestions for improvement.

B. **Problems external to instruction**
This is where the observer can make note of any factors which affected the class, but were not directly related to the CE instructor. For example, the room conditions, technical problems, etc.

**Unsatisfactory Evaluations**
It is recommended that an instructor receiving an average score of 2.0 or lower should be given an *unsatisfactory* evaluation.

**After the Observation**
The observer and instructor may schedule a time to discuss the observation and resulting evaluation.

The CE instructor should sign the observation form to acknowledge that s/he has received it and read it. (By signing the observation form, the instructor is not necessarily agreeing with the evaluation.) The instructor may submit a written statement in response to the observation report.

Copies of the signed Observation Form, and any written statement provided by the CE instructor, should be made. A copy of each goes to the instructor. A copy of each is also placed in the CE instructor’s file.
STUDENT EVALUATION

Dear Student,

Please complete this evaluation of instructor performance, services received and the course overall. This form is an important way to make your ideas and concerns heard by instructors and administrators. The College relies on this information to:

- improve the teaching and learning environment
- evaluate instructor performance in the classroom
- provide feedback on the curriculum and services

Please note that the identity of respondents is kept strictly confidential. Thank you very much for taking the time to fill out this evaluation thoughtfully.

Instructor’s Name: ____________________________

Today’s Date: ____________________________

Course Name: ____________________________

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor started and ended class on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. The instructor came to class well-prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor provided helpful feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor taught in a way that helped me learn the subject matter.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor treated students and their opinions with respect.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Overall the instructor taught the course content well.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Course goals were clearly communicated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>8. Required course materials enhanced my understanding of the content.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Assignments contributed to meeting the course goals.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Overall the course content was organized to meet learning goals.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11. I would recommend this course to a friend or family member.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continuing Education
Workforce and Professional Development Programs

<table>
<thead>
<tr>
<th>STUDENT IMPACT</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The course helped me to gain knowledge and improve my skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Overall, the course met its stated goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CUSTOMER SERVICE</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. The registration process was fast and easy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The administrative staff was knowledgeable and responsive.</td>
<td></td>
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</tr>
<tr>
<td>16. The administrative staff communicated in a respectful and courteous manner.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Your comments and suggestions are very helpful to us for improving our courses, instruction, and services. Please, feel free to use this space to give us additional feedback.

Rev: 1.24.12 aed
Appendix 5

Status of BMCC Assessment Activities
PERCENTAGE OF SYLLABI REVISED BY DEPARTMENT

1 Departments are expected to have at least 70% of syllabi revised by the end of the fall 2013 term.
### Status by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>Program/Department Outcomes Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>Complete</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>Complete</td>
</tr>
<tr>
<td>Health Education</td>
<td>Complete</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Complete</td>
</tr>
<tr>
<td>Music &amp; Art</td>
<td>Complete</td>
</tr>
<tr>
<td>Nursing</td>
<td>Complete</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Complete</td>
</tr>
<tr>
<td>Business Management</td>
<td>In progress</td>
</tr>
<tr>
<td>Computer Information Sciences</td>
<td>In progress</td>
</tr>
<tr>
<td>English</td>
<td>In progress</td>
</tr>
<tr>
<td>Social Science and Human Services</td>
<td>In progress</td>
</tr>
<tr>
<td>Speech, Communications &amp; Theatre Arts</td>
<td>In progress</td>
</tr>
<tr>
<td>Accounting</td>
<td>Process not initiated</td>
</tr>
<tr>
<td>Developmental Skills</td>
<td>Process not initiated</td>
</tr>
<tr>
<td>Math</td>
<td>Process not initiated</td>
</tr>
<tr>
<td>Media Arts and Technology</td>
<td>Process not initiated</td>
</tr>
<tr>
<td>Science</td>
<td>Process not initiated</td>
</tr>
</tbody>
</table>
COMPLETION OF GENERAL EDUCATION ASSESSMENT STATUS²

²Completion of one or more General Education outcome assessment (i.e. "closed the loop")

<table>
<thead>
<tr>
<th>Status by Department</th>
<th>Gen Ed Assessment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Science</td>
<td>Complete*</td>
</tr>
<tr>
<td>Developmental Skills</td>
<td>Complete</td>
</tr>
<tr>
<td>English</td>
<td>Complete*</td>
</tr>
<tr>
<td>Health Education</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
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<td>Process not initiated</td>
</tr>
<tr>
<td>Nursing</td>
<td>Process not initiated</td>
</tr>
</tbody>
</table>

*Indicates multiple General Education assessments have been completed.
completion of at least one course outcome assessment (i.e. "closed the loop"). Some course outcomes link to program or department

**Status by Department**

<table>
<thead>
<tr>
<th>Business Management</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Science</td>
<td>Complete*</td>
</tr>
<tr>
<td>Developmental Skills</td>
<td>Complete*</td>
</tr>
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<td>English</td>
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</table>

*Indicates multiple course outcome assessments have been completed.
Appendix 6

TENTATIVE CALENDAR OF DEPARTMENTAL MEETINGS TO DISCUSS ASSESSMENT EXPECTATIONS ACADEMIC YEAR 2013-2014
TENTATIVE CALENDAR OF DEPARTMENTAL MEETINGS TO DISCUSS ASSESSMENT EXPECTATIONS ACADEMIC YEAR 2013-2014

October 2013

- Department: Social Sciences and Human Services
  Agenda: Syllabi revisions to meet the 80% goal by end of the spring 2014 term

- Department: Mathematics
  Agenda: 1) Syllabi revisions to meet the 80% goals by end of the spring 2014 term
  2) Provide resources and guidance to complete articulation of the Mathematics program

- Department: Allied Health Sciences
  Agenda: Syllabi revisions to meet the 80% goal by end of the spring 2014 term

November 2013

- Department: Science
  Agenda: 1) Syllabi revisions to meet the 80% goals by end of the spring 2014 term
  2) Provide resources and guidance to complete articulation of program outcomes in the department

- Department: Music & Art
  Agenda: 1) Syllabi revisions to meet the 80% goals by end of the spring 2014 term

- Department: English
  Agenda: 1) Syllabi revisions to meet the 80% goals by end of the spring 2014 term
  2) Provide resources and guidance to complete articulation of the Writing and Literature program

December 2013

- Department: Business Management
  Agenda: 1) Syllabi revisions to meet the 80% goals by end of the spring 2014 term
  2) Provide resources and guidance to complete articulation of programs outcomes in the department

- Department: Nursing
  Agenda: Complete syllabi revisions by the end of the spring 2014 term
February 2014

- Department: Accounting
  Agenda: Provide resources and guidance to complete articulation of outcomes in Accounting program
- Department: Computer Information Systems
  Agenda: Provide resources and guidance to complete articulation of program outcomes in department
- Department: Developmental Skills
  Agenda: Provide resources and guidance to continue assessment process in department

March 2014

- Department: Center for Ethnic Studies
  Agenda: Provide resources and guidance to continue assessment process in department
- Department: Health Education
  Agenda: Provide resources and guidance to continue assessment process in department
- Department: Media Arts and Technology
  Agenda: Provide resources and guidance to complete articulation of program outcomes in the department

April 2014

- Department: Modern Languages
  Agenda: Provide resources and guidance to continue assessment process in department
- Department: Speech, Communications & Theatre Arts
  Agenda: Provide resources and guidance to continue assessment process in department
- Department: Teacher Education
  Agenda: Provide resources and guidance to continue assessment process in department