

# **HETS LEARNING TECHNOLOGIES LEADERSHIP ACADEMY (H-LTLA) PROJECT DESCRIPTION FOR BRONX COMMUNITY COLLEGE**

Submitted by Mark Lennerton, Director for the Center for Teaching, Learning & Technology at Bronx Community College, CUNY

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## **OVERVIEW**

### **1. Project Background and Description**

It is hypothesized that there is a gap, if not a mismatch, between the educational applications and platforms our incoming students have used prior to admission to BCC, and those they encounter following matriculation. Additionally, some learned skillsets are transferable to newly encountered learning environments while others must be relearned to fully participate in the learning process. This gap can often be overlooked by faculty and can leave incoming students with a disadvantage they must overcome as they adjust to their new learning environment.

This project will focus on identifying a gap, addressing methods to mitigate or overcome it, and provide best practices for use in first-year students programs and faculty development workshops and seminars.

### **2. Project Scope**

The scope of this project will be to collaborate with BCC's Office of Institutional Research, college prep program offices and associated high schools to assess the educational technologies that are available to, and shaping the educational experience of our community youth. With the assistance of available data and specific surveys, a picture will be painted describing the edTech exposure of our incoming students. Additionally, an expectation of the transferability of their baseline skillsets to available BCC applications can be made. For example, many of our local area high schools reportedly use Google Workspace for Education, a suite of tools used to support learning and collaborative environments. BCC's equivalency is generally a grouping of Microsoft Office products and the Blackboard learning management system (LMS) coupled with Collaborate Ultra or Zoom. While these differences may seem minor, first-time navigation through the transition can be daunting and at a minimum should be addressed. It will be within the scope of this project to build a workshop for students and/or faculty to address this transition and minimize its potential disruption to student onboarding.

### **3. Project Structure & Available Resources**

In addition to BCC's Office of Institutional Research, this project will potentially collaborate with these other BCC Hosted Programs:

- College Now
- Future Now
- TRiO Talent Search
- Adult Basic Education & Training Program
- Science and Technology Entry Program (STEP)
- CUNY College Explorers
- Upward Bound Program
- Early College Initiative
- Liberty Partnerships Program
- First Year Seminar (FYS)

Surveys and questionnaires will be used to gain insight into the educational applications and platforms our incoming students have used prior to admission to BCC.

#### 4. Deliverables

Upon completion of this project, lessons learned will be applied and promulgated through potentially two first-year student-facing programs (New Student Orientation and First Year Seminar) and also addressed in many of our Faculty Development workshops and seminars.

#### 5. High-Level Timeline/Schedule

- Fall 2021 – Information Gathering
- Winter 2022 – Report of Findings
- Spring 2022 – Develop modules for dissemination to:
  - First-year student programs
  - Faculty Development workshops and seminars
- Summer 2022 – Implementation
- Fall 2022 – Close the Loop (assessing progress made and work to be done)

#### 6. Approval & Endorsement



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Luis Montenegro  
Dean for Academic Affairs

7/12/2021

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Date