Queens College Student Technology Fee Plan

A Summary of the Plans for Student Technology Fee
2010-2011

Prepared by the
Queens College Office of Converging Technologies
-and-
The Queens College Technology Committee

More information cam be found on the QC Tech Fee web site:
https://myqc.qc.cuny.edu/AdminServices/OCT/Tech%20Fee/default.aspx

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Queens College Student Technology Fee Initial Budget 2010-2011

	Previous Year's Allocation	Initial Proposal Request	Initial Proposal Approved
TOTALS	**$ 2,748,000**	**$ 4,993,412**	**$ 3,337,000**
Recurring Costs	$ 2,313,000	$ 2,700,831	$ 2,208,000
Capitalization	$ 640,000	$ 798,000	$ 602,000
Maintenance	$ 130,000	$ 185,500	$ 130,000
Staff	$ 600,000	$ 600,000	$ 550,000
Instructional Support Supplies	$ 92,000	$ 82,000	$ 82,000
Instructional Licenses & Equipment	$ 76,000	$ 129,522	$ 76,000
CUNY Initiatives	$ 320,000	$ 330,000	$ 330,000
Faculty Development	$ 55,000	$ 38,000	$ 38,000
Accessibility Improvements	$ 37,000	$ 37,000	$ 37,000
Library Subscriptions	$ 363,000	$ 500,809	$ 363,000
One Time Costs	$ 435,000	$ 2,292,581	$ 1,129,000
Technology Enhanced Classrooms	$ 435,000	$ 450,000	$ 350,000
56 CHEM CLE 10-11	$ -	$ 4,837	$ 10,000
57 CHEM OPG 10-11	$ -	$ 10,000	$ 5,000
72 CTL IT&L 10-11	$ -	$ 100,000	$ 50,000
62 EECE DC 10-11	$ -	$ 2,639	$ 2,500
66 FNES MCL 10-11	$ -	$ 53,328	$ 35,000
73 FNES CRS&HRM 10-11	$ -	$ 16,937	$ 10,000
76 FNES CLR 10-11	$ -	$ 20,936	$ 15,000
77 FNES DC&DV 10-11	$ -	$ 4,158	$ 4,000
65 LIB MLF 10-11	$ -	$ 144,521	$ 50,000
80 LIB BSS 10-11	$ -	$ 15,735	Assessment
9 OCT LC/DLP 10-11	$ -	$ 10,000	$ 10,000
29 OCT CLHAT 10-11	$ -	$ 60,000	$ 30,000
32 OCT SANCAP 10-11	$ -	$ 300,000	$ 150,000
46 OCT VCSU 10-11	$ -	$ 100,000	$ 35,000
49 OCT CLR 10-11	$ -	$ 54,000	$ 35,000
70 OCT WNU 10-11	$ -	$ 320,840	$ 100,000
31 OSS MR 10-11	$ -	$ 101,116	$ 35,000
35 PHYS CRS 10-11	$ -	$ 20,333	$ 15,000
58 PSY CIR 10-11	$ -	$ 45,000	$ 30,000
40 SEES MCL 10-11	$ -	$ 36,673	$ 35,000
36 SEYS MCL 10-11	$ -	$ 99,924	$ 35,000
38 SEYS MER 10-11	$ -	$ 204,607	$ 40,000
43 SEYS MER2 10-11	$ -	$ 18,997	$ 7,500
71 CTL EPPph2 10-11	$ -	$ 98,000	$ 40,000
TOTALS	**$ 2,748,000**	**$ 4,993,412**	**$ 3,337,000**

Anticipated Revenue	**$ 3,300,000**
Anticipated Rollover	**$ -**
Anticipated Total Budget	**$ 3,300,000**
Unallocated Revenue	**$ (37,000)**

Queens College 10-11 Budget Estimate

			Academic Calendar Year 2010/2011	2011/2012	2012/2013
Staff Costs	(List each position, title, salary and fringes)				
Position	Salary	Fringe			
Faculty Development Specialist	$ 51,595	$ 17,026	$ 68,621	$ 69,994	$ 71,394
Instr. Tech. Project Manager	$ 60,417	$ 19,938	$ 80,355	$ 81,962	$ 83,601
Instr. Tech. Training Specialist	$ 60,417	$ 19,938	$ 80,355	$ 81,962	$ 83,601
Instr. Tech. Web Specialist	$ 51,595	$ 17,026	$ 68,621	$ 69,994	$ 71,394
$ 229,135	College Assistants (Lab S	22,913.5	$ 252,049	$ 257,089	$ 262,231
	Fringe Benefits				
Consulting					
Estimate			$ 100,000	$ 100,500	$ 101,003
Hardware, Networking, Peripherals					
Personal Computers/Servers/Lapt	Quantity				
Peripherals etc	LUMP		$ 105,000	$ 90,000	$ 90,000
PCs	350		$ 420,000	$ 420,000	$ 420,000
Laptops	75		$ 105,000	$ 105,000	$ 105,000
Servers	5		$ 40,000	$ 24,000	$ 24,000
Projection Device	60		$ 186,900	$ 190,638	$ 194,451
Scanners	5		$ 700	$ 700	$ 700
Printers	18		$ 23,400	$ 23,868	$ 24,345
Routers/Hubs/Wiring	200		$ 130,000		
Infrastructure	LUMP		$ 420,000	$ 180,000	$ 190,000
Wiring	Included in each above category				
Software					
(Provide product name and estimated cost, if known)					
New Licenses	LUMP		$ 60,000	$ 55,000	$ 50,000
Maint. Of existing Licenses	LUMP		$ 76,000	$ 83,600	$ 91,960
Library Electronic Databases					
Renewal of Existing Databases	LUMP		$ 363,000	$ 373,890	$ 385,107
New Databases	LUMP		$ -	$ 10,000	$ 10,200
Furniture					
Lab renovations, New Laptop carts E	LUMP		$ 100,000	$ 100,500	$ 101,003
Construction					
Smart classrooms, Lab renovations (	LUMP		$ 200,000	$ 201,000	$ 202,005
Faculty Development and Training					
Ed. Tech. Lab equipment recurring b	LUMP		$ 10,000	$ 10,000	$ 10,000
Faculty tech. conference grants	LUMP		$ 25,000	$ 25,000	$ 25,000
Miscellaneous					
Supplies	LUMP		$ 92,000	$ 93,840	$ 95,717
Enterprise Initiatives (Blackboard, Email, Academic Advisement, Etc.)					
Lump budget estimate	LUMP		$ 330,000	$ 331,650	$ 333,308
	TOTAL		$ 3,337,000	$ 2,980,186	$ 3,026,018

Queens College Student technology Fee Recurring Cost and Project Summary 2010-2011

Recurring Costs

	Dept.	Type of Request	Previous Allocation	Initial Proposal Request	Estimated Recurring Cost	Initial Proposal Approved Budget
	OCT	Capitalization : Scheduled replacement of existing equipment	$ 640,000	$ 798,000	$ 798,000	$ 602,000
	OCT	Maintenance: Contracts and repairs of hardware and software	$ 130,000	$ 185,500	$ 185,500	$ 130,000
	OCT	Staff: Full and Part Time instructional technology support staff	$ 600,000	$ 600,000	$ 600,000	$ 550,000
	OCT	Instructional Support Supplies : Primarily expendables	$ 92,000	$ 82,000	$ 82,000	$ 82,000
	OCT	Instr. Licenses and Equipment: New Software licenses and a small allocation for new equipment.	$ 76,000	$ 129,522	$ 129,522	$ 76,000
	OCT	CUNY Initiatives	$ 320,000	$ 330,000	$ 330,000	$ 330,000
	ET&DL	Faculty Development	$ 55,000	$ 38,000	$ 38,000	$ 38,000
	OSS	Accessibility Improvements	$ 37,000	$ 37,000	$ 37,000	$ 37,000
	LIB	Library Subscriptions	$ 363,000	$ 500,809	$ 500,809	$ 363,000
		General TF Requests Total		**$ 1,902,831**	**$ 1,902,831**	**$ 2,208,000**

General Project Requests

Project #	Dept.	Type of Request	Initial Proposal Request	Revised Budget Based on Submission	Estimated Recurring Cost	Initial Proposal Approved Budget
	OCT	Technology Enhanced Clasrooms, Campus Wide	$ 450,000	$ 450,000	$ 90,000	$ 350,000
56	CHEM	Computer Lab Expansion	$ 4,837	$ 17,000	$ 4,250	$ 10,000
57	CHEM	Online Preparation for the Gateway Courses in Health Sciences	$ 10,000	$ 10,000	$ 8,000	$ 5,000
71	CTL	Epsilen Software License	$ 118,000	$ 118,000	$ 70,000	$ 40,000
72	CTL	$100,000 be allocated from the Technology Fee, annually, to fund innovative teaching and learning projects that involve technology.	$ 100,000	$ 100,000	$ 100,000	$ 2,500
62	EECE	2 Document Cameras	$ 2,639	$ 3,960	$ 792	$ 35,000
66	FNES	Mobile Computer lab	$ 53,328	$ 53,328	$ 13,332	$ 10,000
73	FNES	Classroom response system (CRS) Polar heart rate, supplementary kit and training.	$ 16,937	$ 16,937	$ 3,387	$ 15,000
76	FNES	Computer Lab Renovation	$ 20,936	$ 17,590	$ 4,398	$ 4,000
77	FNES	Camcorders and camera	$ 4,158	$ 4,158	$ 832	$ 50,000
65	LIB	Music Listening Facility completion. This project was allocated $50,000 form a $150,000 request.	$ 144,521	$ 100,000	$ 12,000	$ 50,000
80	LIB	Provide Bookscan Stations	$ 15,735	$ 20,309	$ 4,062	Assess
9	OCT	Lecture Capture / Distance Learning System Pilot	$ 10,000	$ 10,000	Unknown	$ 10,000
29	OCT	Provide ADA stations in all Computer Labs	$ 60,000	$ 60,000	$ 1,500	$ 30,000
32	OCT	EOL replacement of college EMC SAN (Storage Area Network)	$ 300,000	$ 300,000	$ 75,000	$ 150,000
46	OCT	Upgrade an existing video conference system	$ 100,000	$ 100,000	$ 20,000	$ 35,000
49	OCT	Computer Lab Renovation	$ 54,000	$ 54,000	$ 13,500	$ 35,000
70	OCT	Wireless Network Upgrade	$ 320,840	$ 320,000	$ 64,000	$ 100,000
31	OSS	MUST REVIEW	$ 101,116		Unknown	$ 35,000
35	PHYS	Classroom response system (CRS)	$ 20,333	$ 20,333	$ 4,067	$ 15,000
58	PSY	Replacement of interfaces for animal testing devices (may be a duplicate)	None provided	$ 45,000	$ 9,000	$ 30,000
40	SEES	Mobile Computer lab	$ 36,673	$ 36,672	$ 9,168	$ 35,000

Project #	Dept.	Type of Request	Initial Proposal Request	Revised Budget Based on Submission	Estimated Recurring Cost	Initial Proposal Approved Budget
36	SEYS	Mobile Computer lab	$ 99,924	$ 100,000	$ 25,000	$ 35,000
38	SEYS	Laptops with cases, Scanners and Printers, Boom boxes with IPod docks, Portable LCD projectors, ELMO Document Cameras, IPOD touches. Video Cameras, Amazon Kindles, iWork 09 software, DVD Players, Adobe PhotoShop,	$ 204,607	$ 120,686	$ 30,172	$ 40,000
43	SEYS	10 IBM Tablets and iPod touches and carts	$ 18,997	$ 38,000	$ 9,500	$ 7,500
		General TF Requests Total		**$ 1,665,973**	**$ 481,958**	**$ 1,129,000**

Queens College Student Technology Fee Projects

Project Name: 56 CHEM CLE 10-11
Name of Primary Contact: Gopal Subramaniam
Proposed Budget: $ 10,000
Request Description
Purchase 2 Quad Core desktops and Surfer software
Student Learning Outcomes
1. Unlike single excitation scans, construction of an EEM allows the detection of the position of maximum emission at maximum excitation (Ex/Em-max). This unique information can be use to distinguish and track various components, and therefore expand both teaching and research capabilities of the Fluoromax instrument.
Guassian program will be used to teach molecular energy and structure calculations.
Justification
High performance workstation is required for running the Surfer program to construct excitation-emission matrix (EEM) spectra and for teaching students molecular electronic structure calculations in the Physical Chemistry Lab

Project Name: 57 CHEM OPG 10-11
Name of Primary Contact: Gopal Subramaniam
Proposed Budget: $ 5,000
Request Description
Online Preparation for the Gateway Courses in Health Sciences
The goal of this project is to design and create an interactive online platform for learning and mastering the pre-requisite material necessary for successful completion of gateway courses in the fields of Physics, Chemistry, Biology, and Geology. The content and design for the interface will be developed using DRUPAL or a similar platform with the help of external consultants and Boone Gorges of the educational technology lab at Queens College. With content contributions from experienced faculty at QC and local high schools from the science disciplines, the site will be hosted on an external server and will be offered to Queens College students intending to take the gateway courses in Spring 2011. After successful piloting, the project will be developed further to become a tool for academic advisement to place students in proper courses and help them achieve their goal. We are requesting money this year for creating the pilot version only.
Student Learning Outcomes
There will be online learning modules covering basic material presented in a way that emphasize comprehensive mastery and quantitative analysis. We expect the students to go through them at their own pace and complete the learning modules before they enroll for the introductory science courses
Justification
High dropout rates in Intro Science courses. Many entering QC freshman lack the basic elements of comprehending scientific writing, note-taking, analyzing and solving quantitative problems, time-management and self-learning that are common to all sciences.

Project Name: 72 CTL IT&L 10-11
Name of Primary Contact: Eva Fernandez
Proposed Budget: $ 50,000
Request Description
The Center for Teaching and Learning requests that $100,000 be allocated from the Technology Fee, annually, to fund innovative teaching and learning projects that involve technology.
In the initial academic year (2010-2011), the funds will be used to create a faculty-mentoring program ($30,000) and an innovative teaching projects grants program ($30,000). The balance

($40,000) will be used to hire consultants to facilitate administration and training within these two new programs. In future years, if the staff at the Center for Teaching and Learning expands via other sources, funds designated for the two programs will be increased and funds for personnel decreased. Details on the allocation of the requested funds are as follows:
Faculty mentoring program Stipends for 6 mentors at $3,000 each: $18,000 Stipends for 6 mentees at $2,000 each: $12,000 Total: $30,000
Innovative teaching projects grants program Awards between $2,500 (up to 12) and $5,000 (up to 6) Total: $30,000
External consultants to help administer programs and train faculty participants Rough estimate (fees will vary based on expertise): 1600 hours at $25/hour (~50 hours/week, 30 weeks) Total: $40,000

Student Learning Outcomes

Not directly applicable, since this proposal is not about a specific course. See "Justification", for details on the design of the two programs.
There are two indirect measures of success for the proposed project:
* The two programs will result in more widespread faculty use of technology, measurable by reported use of Blackboard course management resources and other such technologies available on campus, as well as by sampling of student perceptions of technology use at Queens (these latter being available through a number of instruments currently used regularly at the College).
* The two programs will provide leverage funding for a range of grant opportunities, including competitions that are CUNY-internal (e.g., the Hybrid Initiative Proposal) or external (e.g., the Digital Humanities Start-Up Grants).

Justification

Since the Technology Fee was instituted in 2002, software and hardware for instructional purposes have become more readily available. Students have benefited from these, but only in a small scale, because innovative uses have been restricted to self-trained faculty willing to experiment in the absence of guidance or support. To date, the use of technology for either in-class or out-of-class (synchronous or asynchronous) teaching and learning activities continues to be the exception rather than the norm. A major contributing factor is lack of faculty fluency with a range of technologies—along with lack of faculty familiarity with the pedagogically sound integration of technology into teaching and learning activities. This anecdotal observation for Queens College reflects nation-wide trends. Among other sources, the EDUCAUSE Center for Applied Research (ECAR) annual survey of Students and Information Technology has for the past several years consistently found that, generally, students perceive their instructors to be inadequate users of technology in their courses (for the full report of the 2009 survey, see: http://www.educause.edu/ers0906). The same survey has also consistently found that students perceive the use of instructional technology as having a strong positive impact on their engagement with their courses, on their learning, and on their preparation for the workplace.
The two programs proposed here aim to bring technology training opportunities to faculty in a systematic and large-scale form, with the objective of improving student learning through student engagement, thus bolstering the quality of education at Queens College. The two proposed programs will be administered by the Center for Teaching and Learning, which has a strong track record of providing faculty development opportunities for faculty. The programs will be carried out in conjunction with the Educational Technology Laboratory and the Office of Converging Technologies, and with the collaboration of faculty and students serving in advisory roles.
The innovative teaching projects grants program will offer 6 to 12 members of the faculty the opportunity to develop and implement an ambitious project with both financial and technical support. Unlike other teaching grants, this program will incorporate a component by which grant recipients agree to share their findings with the community, by offering a workshop for the faculty at large on the teaching innovation for which they receive an award.
The faculty-mentoring program will pair expert users of instructional technology with novices. A program like this in place at Hunter (Faculty Innovations in Teaching with Technology, http://www.hunter.cuny.edu/fitt), and at other institutions around the country, and pockets of Queens College faculty have been asking about such opportunities for several years now. The program will identify a cohort of 6 mentors, who will guide 6 faculty mentees in the integration of some aspect of technology in their teaching. The program will aim to incorporate mentors who

are experts in in-class or out-of-class technologies. The latter technologies are central in the development of courses that replace face-to-face instruction with online instruction. The program is designed to promote and value expertise with instructional technology, as well as to instigate the development of a community among faculty.

Project Name: 62 EECE DC 10-11
Name of Primary Contact: Franklin D Turner
Proposed Budget: $2,500
Request Description
Document Camera
Justification
Professors need this technology to be able to instruct their students using different modalities, which will enhance student learning.

Project Name: 66 FNES MCL 10-11
Name of Primary Contact: Christina W Li
Proposed Budget: $ 35,000
Request Description
Laptops, LCD projectors, carts, and installed screen.
Student Learning Outcomes
Many classes have many students enrolled, PowerPoint presentations are excellent tools to reach the students in these classes. Students learn to use the technology they need when they enter the work force.
Justification
As of now the department has a total of 9 classrooms and only 4 LCD projectors and 1 laptop. To keep up with the technology: blackboard, PowerPoint and etc. We need to have a LCD projector and a laptop for each of our classrooms. During the Fall semester in 2009 the FNES dept. had 3,084 students enrolled in our programs.

Project Name: 73 FNES CRS&HRM 10-11
Name of Primary Contact: Christina W Li
Proposed Budget: $ 10,000
Request Description
ResponseCard RF LCD (Clickers), RC+F Receivers (Light Gray), cases, Polar heart rate, supplementary kit and training.
Student Learning Outcomes
Professors who use clickers in their classrooms will be able to quickly and accurately assess student learning. Heart rate devices can be used in many settings. With advanced heart rate devices students are able perform exercise and exercise testing using these devices. Without heart rate monitors students will not learn how to use a basic fitness tool that is widely used in the field.
Justification
Clickers needed to assess student learning in medium to large sized classes as required by Middle States Accreditation. Polare heart rate monitor is a basic fitness tool that is used in all research facilities, health clubs and is necessary to properly educate our exercise science student. The equipment we have is outdated and lacks the necessary technology.

Project Name: 76 FNES CLR 10-11
Name of Primary Contact: Christina W Li
Proposed Budget: $ 15,000
Request Description
Chairs, Tables, laser color printer and printer storage cabinet.

Student Learning Outcomes
Students will have a better environment to learn to do research and projects. Students will be able to print their patterns in color which is required for the learning outcomes of this program.
Justification
Computer lab was furnished with broken furniture when it was opened. Color printer is required for the Accumark software for Textiles and Apparel majors.

Project Name: 77 FNES DC&DV 10-11
Name of Primary Contact: Christina W Li
Proposed Budget: $ 4,000
Request Description
Camcorders and camera.
Student Learning Outcomes
In order for students to determine if their objectives are being met they need to be able to see themselves during the process. Students can now see the learning experience as well as their own pedagogical techniques.
Justification
Our Physical Education program prepares our students to become educators. Our students are required to videotape themselves to review their progress. The department currently has two outdated camcorders and it is difficult to find replacement parts, because this model has been discontinued.

Project Name: 65 LIB MLF 10-11
Name of Primary Contact: Michael J Miller
Proposed Budget: $ 50,000
Request Description
Music Library - Media Area & Technology
Student Learning Outcomes
Access across disciplines will develop superior abilities of utilizing/integrating all formats of Music resources for academic endeavors
Justification
The mission of the Queens College Music Library is to serve the students, faculty, and staff of Queens College, support the Center for Prepatory Studies in Music, and the local community. While the many of our patrons are Aaron Copland School of
Music (ACSM) students and faculty, students and faculty from all departments make use of the Music Library. The Department of Dance, Theatre, Media Studies, and Art often use music materials for courses. Writing instructors regularly assign students
writing projects on music requiring them to use the Music Library. Many non-music students make use of our inviting and quiet study space.
The Queens College Music Library was planned and laid out before the advent electronic and digital resources. The original design made sense for the larger staff, including at least two music librarians, and the nature and use of the collection at that
time. Given the technological advances and rapid growth of the ACSM, the Music Library needs to be modified to better serve our patrons' needs.
While improvements have been made, including adding public computer terminals and a VHS viewing station, the listening rea has not been addressed. Much of the existing equipment is out dated, and there is no place to watch DVDs or work with online resources in the listening area. By introducing computer work stations that function as listening and viewing stations, students will be able to listen to music or watch music recordings and make use of online resources and music notation and word processing programs.
To better utilize resources, the proposal may be broken up into two stages as indicated below.
New Equipment With the creation of multi-tasking computer stations and the laptop loan program in the Music Library, fewer listening stations will be required. Each station will include a computer for listening to and watching CDs, DVDs, and streaming media via library

sources or internet as well as music keyboards and accompanying software for homework and music composition. Two stations should include LP turntables. All stations will be connected to a new network pay-to-print printer.
Furniture
Creating multi-functional media stations will require new furniture. Ideally, stations that feature noise minimizing designs will be used in order to facilitate small group listening and collaboration while maintaining a relatively quiet study space. New chairs,
with adjustable height, will also be needed.
This project was submitted in 09-10 with a $130,000 budget request. Since the Tech Fee is limited, and this project can be implemented in phases, as allocation of $50,000 was assigned to this project. It is not known at this time which portions of the request will be implemented. Further discussion with the Music Library staff will determine what actually is completed this year.

Project Name: 80 LIB BSS 10-11
Name of Primary Contact: Daniel N Muchnick
Proposed Budget: An assessment with an existing scanner will be concluded this year.
Request Description
"Bookscan Stations" are digital scanners with advanced technology that has never been used before at Queens College. The device can be seen at this website:
http://www.bookscanstation.com/. The following describes it:
1. Bookscan Station's beveled edge protects the book spine from damage while allowing the page to lie flat on the glass.
2. When the page lies flat, the BookScan Station produces a clear image of the text across the entire page.
3. The Bookscan Station can convert the scanned image into digital PDF, Word and Excel files.
4. These digital files can be emailed, printed, searched, retrieved and edited.
5. Paper free. Save a tree!
For more information about Bookscan Stations, contact Wayne Piskin of CCP Solutions at 1-800-221-4445 x230. Thank you for your support.
Student Learning Outcomes
This technology will help students do their work.
Justification
The Technology Fee should be used for spending on instructional technology and electronic resources that enhance student learning and information and technology literacy
The scanner enhances the students' ability to incorporate source material into their research. It is also paperless because any book that's scanned can be saved directly into a USB drive. Scanned books can be translated into Microsoft Word and Excel.

Project Name: 9 OCT LC/DLP 10-11
Name of Primary Contact: Markus Erndl
Proposed Budget: $ 10,000
Request Description
Lecture Capture /Distance Learning System Pilot.
Development of a system with CTL and ET&DL which would consist of the hardware and software necessary to provide this service on campus.
Requirements include, but are not limited to:
- Ability for student, regardless of their physical location to participate in classroom activities
- Ability for capture of instructor and student activity regardless of student's physical location.
- Simple interfaces
- Integration with iTunes U
- Integration with Blackboard
- Other requirements to follow.
Justification
Lecture capture systems provide students with additional instructional support in standard

classroom, hybrid and on line courses. There are grants and other support programs developing at CUNY investing in on line and hybrid courses. We believe that this is a good time to begin an investigation in to the development of tools for these applications.

Project Name: 29 OCT CLHAT 10-11
Name of Primary Contact: Markus Erndl
Proposed Budget: $ 30,000
Request Description
Provide ADA compliant workstations in all college computer labs.
- Analyze each Tech Fee supported computer lab facility on campus (underway) to determine the need for height adjustable workstations.
- Purchase furniture and services necessary for the installation of these height adjustable tables.
- Expected cost is $60,000
Justification
Currently OCT, some department staff and primarily OSS staff move height adjustable tables around campus based on where students are scheduled. This uses our scarce human resources inefficiently.
In facilities where we already have these tables we have found that other students use these tables as they can be adjusted to a more comfortable height. The benefit is broader than the population this furniture is intended for.

Project Name: 32 OCT SANCAP 10-11
Name of Primary Contact: Morris Altman
Proposed Budget: $ 150,000
Request Description
End of Life replacement of college EMC SAN (Storage Area Network)
Justification
The college SAN has reached its End of Life as defined by the manufacture, EMC. It can no longer be supported. The SAN is the equipment that provides disk space to the servers that store student email and files. Many back end servers also use SAN storage to provide academic services. Without this system, the servers that provide services to the college will not function.

Project Name: 46 OCT VCSU 10-11
Name of Primary Contact: Jose Betances
Proposed Budget: $ 35,000
Request Description
Upgrade an existing videoconference system
Justification
The existing system is well over seven years old. In parallel with other distance learning initiatives we propose replacing this system with an open system to connect not only like sites, but students on their computers with this classroom to provide a more interactive experience among a larger group of students and faculty.

Project Name: 49 OCT CLR 10-11
Name of Primary Contact: Stephen Pirovolikos
Proposed Budget: $ 35,000
Request Description
Renovation of an existing computer lab to provide a more appropriate learning environment. This will include new tables, facing the front of the room, an instructor's station, installed projector and any necessary electric and data work.
Justification
This is a heavily used facility, booked 6 to 8 hours a day, at least 4 days per week. It is also used

as an open lab, when all of the open lab stations in this facility are filled. We expect more requests for this room after the renovation, and the replacement of the projector on a cart with an installed projector. We have seen an increase in lab use after rooms are renovated, with front facing rows and installed projection systems.

Project Name: 70 OCT WNU 10-11
Name of Primary Contact: Morris Altman
Proposed Budget: $ 100,000
Request Description
Wireless Network Upgrade. This is an extension of last year's request. Of the requested $320,000, only $100,000 was allocated. We are requesting $220,000 or this fiscal year.
Justification
We have received requests for increased wireless density from each academic division, through previous Technology Fee requests, as well as to OCT directly. The current wireless network technology does not have the capability of providing enough bandwidth to accommodate the needs of a class using the laptops in a laptop cart. This has an effect on hundreds if not thousands of students each semester throughout the campus.
Currently there are 12 laptop carts on campus, and approximately 75 laptops fro loan to students and faculty. Each cart is being used for several courses, which have a very low functionality due to the existing wireless infrastructure.
While we do not have the exact number of courses and students affected by the wireless network limitations, we believe that the numbers of students directly affected is over 1000, and that does not include students in the Honors program, who receive laptops for use during their studies, and students who bring their own laptops on campus.
We have replaced several access points on campus with the newer technology and have found that the number of connections in a given area increases significantly. We believe that the increase in bandwidth is noticed by the college community, and those areas then become “hot spots” for wireless access due to the increase in bandwidth. This may indicate that the needs of the campus are not being met by the current technology in areas other than those where laptop carts are being used.
The Technology Fee provides funding for scheduled replacement and maintenance of the existing wireless access points at a rate of $7200 for replacement and approximately $2000 for maintenance. This project requires the deployment of additional hardware, including more access points than are currently installed on campus, which provide necessary services beyond what our current wireless network can provide such as access point load balancing and the ability for a, b and g connections simultaneously without throttling of the faster g connections. These features are necessary to provide service at the level required by laptop carts and will benefit the community in general. Since these items are not existing units being replaced or maintained, but are new equipment, the recurring funding is not sufficient to provide these services in a reasonable amount of time.

Project Name: 31 OSS MR 10-11
Name of Primary Contact: Mirian Detres-Hickey
Proposed Budget: $ 100,000
Request Description
Purpose of the Project:
The purpose of the Tech Fee funding request is to; 1) to acquire, install and maintain a state of the arts assistive technology lab for direct use by students with disabilities. The AT lab will enhance their success in their learning outcome according to the “PASSHE” (Pennsylvania State System of Higher Education) Diversity Plan and goals. 2) The procured funding will provide students with disabilities equal access to technology, by creating a sophisticated state of the arts AT Lab; using of particular database, software, equipment, and hardware that will ensure successful academic outcomes for this special population. In the 2000 Census, the total number of the United States population is 282.1 million of which 86.3 million 30.6% are minorities. On a

smaller scale, at QC the total population is 20,469 and 49.5 % are minority students. From this total, 761 students are registered with the Office of Special Services. 31.01% of the registered disabled students are minorities and will be using these services. Also, QC OSS must comply with the ADA Regulations:

1. In regards to disability accessibility campus wide: Assistive Technology accessibility Sections 508 and 255:

a. Assistive Technology must be provided to all students with disabilities.

b. The hours for the AT Lab must match to the hours of the colleges technology labs. Therefore, the Assistive Technology Lab must be open the same hours as the other labs.

- 100% for new construction and
- o For reconstruction, if there is money it then it's also 100%.
- o If there is no money then it is grandfathered.
- Accessibility to Technology: According to the ADA Regulations, we have to provide the students with disabilities the same the opportunities that we offer the general population of students. In technology we have to offer them the equipment and therefore, we need to obtain enough laptops to ensure accessibility.

Student Learning Outcomes

Student Learning Outcome:

The student learning outcome will be measured through the PASSHE's Strategic Plan Objectives to ensure their academic success through the accessibility and use of Assistive Technology for enhancement of their academic success, for all students with disabilities;

1. To ensure the achievement and success of the students with disabilities through the use of technology. The students will be trained by the AT coordinator on the use of the Assistive Technology equipment according to their disability.
2. Through the use of the Assistive technology software, OSS can ensure excellence in educational quality of students with disabilities.
3. Offering the Universal Practice through the PASSHE Plan to our students with disabilities.
4. To provide resources such as equipment and laptops to 80% of the with disabilities.
5. To teach public leadership through direct student training of assistive technology, equipment, and software, to 100% of students with disabilities registered in the Office of Special Services.

Justification

The Technology Fee will be used for instructional technology and electronic resources that enhance student learning and information and technology literacy. The AT Lab Coordinator and the staff work directly with the students to ensure success in their academics through the assistive technology used at the AT Lab. The Coordinator along with the Director monitor and maintain the data of the students measurable outcomes through the Goals and Objectives set by the Office of Special Services for each individual student. The students that are registered will also be monitored through their class grades and GPA outcomes. The OSS will maintain this information for data collection use in further applications for funding.

Project Name: 35 PHYS CRS 10-11
Name of Primary Contact: Sajan Saini
Proposed Budget: $ 15,000

Request Description

Classroom response systems (CRS) are computer-based remote control devices that enable real-time testing of the curriculum during a lecture period. For science courses in particular, this computer-based instructional tool has been shown to be highly effective at motivating student interest and increasing content retention, by virtue of dramatizing the pitfalls and achievements of a logical reasoning process. The Physics department proposes to purchase 400 CRS remotes, at a discounted unit price of $45 (from the vendor, Turning Technologies), enabling several professors to use the remotes simultaneously during a given semester. It is proposed that the remotes will be loaned to enrolled students for the entire semester; semester-long assigned remotes allow the instructor to collect and grade student responses, during in-class quizzing.

Student Learning Outcomes
This project seeks to increase student retention of fundamental physics concepts using a computer-based instruction tool that inculcates a deeper enthusiasm for the scientific process of data observation, formation of hypothesis, and testing of prediction. This process is simulated through the use of CRS remotes during in-class computer-based quizzing, wherein the instruction of critical course segments represent “data”, leading the students through a question constitutes the formation of a hypothesis, and their selection of a multiple-choice answer represents a prediction that awaits testing. More generally, it is anticipated that the injection of this Socratic-styled question-and-answer computer-based instruction into general level physics and astronomy classes will encourage amongst Queens College students a more effective attitude in rational interpretation of information, and foster an increased ability to draw discriminating conclusions.
Justification
CRS remotes stimulate computer-based comprehension by emphasizing students’ learning as an active process, involving the reception of information and immediate processing of its implications or constraints. In contrast, conventional lectures represent a one-way, “broadcast” approach to instruction, wherein students can opt for a passive reception of content and chose to engage with the course material at a later date, eg. during review of their class notes or reading their textbook. Interactive computer-based lectures with CRS remotes promote a two-way, “narrowcast” approach to instruction, wherein students are prompted to actualize the take-home message of the lecture. Two instructors from the Queens College Physics Department (Saini and Gangji), have experimented with CRS computer-based instruction for two years, and found the attitude of students to shift from an initial quiz-show enjoyment with CRS participation, to an eventual appreciation for how much they can extrapolate from lecture content: student feedback and follow-up questioning tends to increase as the semester progresses.
CRS remotes are becoming prohibitively expensive as a required purchase for students, in addition to a required course textbook. The acquisition of a large collection of remotes, owned by the Physics Department and available for semester-long loans to students, will allow students to benefit from this active computer-based learning tool without incurring excessive expenses on course materials. This model of loaning college-owned CRS remotes to students for computer-based instruction has been successfully implemented at other CUNY institutions, such as Hunter College.
A quoted computer-based instruction package from Turning Technologies includes three complementary basic receivers for the collection of CRS remote signals, routing the data to an instructor’s computer (desktop or laptop); and one discounted stand-alone receiver that collects and processes data directly, without the need of a peripheral computer.

Project Name: 58 PSY CIR 10-11
Name of Primary Contact: Nancy S Hemmes
Proposed Budget: $ 30,000
Request Description
USB Interface from Med Associates to replace the 23-year-old interface system currently in use. The system connects our existing computers with experimental apparatus used in teaching several required undergraduate courses.
Student Learning Outcomes
The new interface system will support a modern behavior-control software system, currently site-licensed by the Psychology Department. Access to this software will support a much wider range of experiments than is currently the case, and will permit the instructor to tailor the software to address research questions developed by the students.
Justification
Psychology 213W is a required research course that is taught in small sections (22 students) to provide hands-on research experience. (The course also qualifies as writing-intensive, and is taken by majors from other departments for this reason). The room used for this course, SB A337, is scheduled continuously from 8:15am through 9:10pm, Monday through Thursday, 8:15am-5:30pm on Friday, and from 8:30am-2:30pm on Saturday and Sunday, during the regular semesters. It also fully scheduled during the Summer Session. Despite this, we have waiting lists

for this course every semester, and students' graduation is delayed when they cannot get into a section of the course in a timely manner. To reduce the pressure on SB A337, it is proposed to upgrade the equipment in SB A335, another laboratory space belonging to the department. This will permit scheduling of additional sections of Psych 213W in A335 while continuing to use the room for Psych 311 and Psych 317.

Project Name: 40 SEES MCL 10-11
Name of Primary Contact: Kale M Clauson
Proposed Budget: $ 35,000
Request Description
Request for a second laptop cart for ENSCI 111 classroom use.
Student Learning Outcomes
Use of software could greatly enhance student understanding of environmental analysis and visualization of their place in the world.
Justification
SEES is increasingly using computer-related educational pedagogy in its courses, particularly in the introductory laboratories.

Project Name: 36 SEYS MCL 10-11
Name of Primary Contact: Carole Rhodes
Proposed Budget: $ 35,000
Request Description
2 fully equipped MAC mobile carts with Boot camp; MS Office and Inspiration software.
Student Learning Outcomes
Teacher Education candidates (our students) will employ the technological tools that they need to use and effectively teach their students.
Justification
Our courses and our accrediting body (NCATE) expect students to be fully engaged with and well versed in the uses of technology across the curriculum. We need to evidence their proficiency.

Project Name: 38 SEYS MER 10-11
Name of Primary Contact: Carole Rhodes
Proposed Budget: $ 40,000
Request Description
Laptops with cases, Scanners and Printers, Boomboxes with Ipod docks, Portable LCD projectors, ELMO Document Cameras, IPOD touches.Video Cameras, Amazon Kindles, iWork 09 software, DVD Players, Adobe PhotoShop,
Student Learning Outcomes
As a requirement for NCATE review, faculty and students constantly monitor student learning outcomes. Having access to state of the art technology is an NCATE expectation. Candidates (our students) lesson plans and delivery of instruction using state of the art technology will be documented, recorded, and reported within the assessment framework for NCATE data collection and analysis.
At the end of each semester, faculty members examine the effectiveness of instructional tools and activities by reviewing and discussing student's work. Such a review will be important to determine the effectiveness of the full integration of technology in preparing students for microteaching. The ultimate evidence will be revealed during the student teaching and field experiences that our students must have. It will also be revealed though evaluations regarding their level of preparedness from cooperating teachers and supervisors.
Justification
Teacher Education candidates (our students) will employ the technological tools that they need to use and effectively teach their students. Our courses and our accrediting body (NCATE) expect students to be fully engaged with and well versed in the uses of technology across the curriculum.

We need to evidence their proficiency. A very important dimension of preparing future secondary teachers is to ensure that they are familiar and fluent with state of the art technology for teaching and learning. All middle and high schools that accept our candidates (students) for required field work have state of the art technology. Not having access to such technology is a disservice to our students who are future teachers who will be required to plan and implement lessons integrating such technology in the schools.

Project Name: 43 SEYS MER2 10-11
Name of Primary Contact: Carole Rhodes
Proposed Budget: $ 7,500
Request Description
Hardware for student use
Student Learning Outcomes
As a requirement for NCATE review, faculty and students constantly monitor student learning outcomes. Having access to state-of-the-art technology is an NCATE expectation. Candidates' lesson plans and delivery of instruction using technology will be documented, recorded, and reported within the assessment framework for NCATE data collection and analysis.
Justification
A very important dimension of preparing future secondary school teachers is to ensure that they are familiar and fluent with state-of-the-art technology for teaching the various subjects. Most middle school and high schools that accept our candidates for required field work have state-of-the art technology. Not having access to such technology is a disservice to future teachers who will be required to plan and implement lessons integrating such technology in the schools. Therefore, to provide equal access and learning opportunities for candidates enrolled in the Secondary Education Programs, having these materials will afford them the opportunity to be well versed in cutting edge technology and enhance their ability to obtain jobs in schools.

Project Name: 71 CTL EPPph2 10-11
Name of Primary Contact: Eva Fernandez
Proposed Budget: $ 40,000
Request Description
The Center for Teaching and Learning is requesting Technology Fee funds for continued support of the innovative teaching and learning practices related to the use of electronic portfolios (ePortfolios). We request the following:
$20,000 (recurring, minimally), Epsilen software license $50,000 (recurring), student mentors $48,000 (one-time), external consultants
========== $118,000 (of which at least $70,000 is recurring; see Justification for details)
ePortfolios use Web 2.0 technology for a variety of objectives: ePortfolios can be incorporated into specific courses or into curricula (e.g., to track progress within the major or across general education); the platform we use at Queens College additionally has course-management system capacities (thus offering an alternative to Blackboard). ePortfolios can be used by students to create, reflect upon, and manage coursework or to meet graduation requirements; by faculty to support, track, and evaluate student performance; and by administrators, curricular committees, or other entities to assess the impact of instruction on learning or to evaluate the coherence of curricular components. ePortfolios can also be used by students with prospective employers and as supporting documentation for graduate school applications.
All of these uses of ePortfolios are (to varying degrees) currently in place at Queens College, triggered by this year's (2009-2010) Tech Fee funded ePortfolio pilot program. This request for continued Tech Fee support will substantially expand the existing program, bringing ePortfolios to more students and a larger set of disciplines.
The ePortfolio pilot program grew directly out of the participation over the past two calendar years (January 2007 through December 2009) of four members of the Queens College faculty (Linda Cooper, Jackie Davis, Claudia Perry, and Tom Surprenant) in a grant at LaGuardia Community

College funded by the Fund for the Improvement of Postsecondary Education (FIPSE). This grant, Making Connections, has supported 23 other public and private colleges and universities from New York, New Jersey, and Connecticut. The Queens College Making Connections group—referred to locally as the "Queens ePortfolio bunch"—has been instrumental in bringing ePortfolios to our campus. Working with the Center for Teaching and Learning, with the Educational Technology Lab, and with a number of other campus stakeholders and leaders, the Queens ePortfolio bunch has helped identify the platform currently in use, has developed training materials for ePortfolio users, has organized workshops (for students and faculty) and hosted informational meetings (for faculty and administrators), and has disseminated information about ePortfolios at Queens at a number of public venues.

TechFee funding ($5,000, 2008-2009 academic year) supported an initial license for the ePortfolio software platform (Epsilen), permitting up to 500 student users and up to 2 uses of the platform's course management capacities. Additional funding and administrative support has been and will continue to be provided by the Center for Teaching and Learning; technical support has also been provided by the Educational Technology Laboratory. Much of the curricular innovation is generated by volunteer efforts on the part of faculty participants in this program.

Student Learning Outcomes

In numerous settings in higher education, ePortfolios have been shown to be effective in strengthening the teaching-learning process, in building community, in supporting student transfer and retention, and in providing a useful tool for evaluation and assessment.

Integral to the program is the development of mechanisms for assessing the impact of this program on teaching and learning at the College. (See "Review Plan".)

Justification

Epsilen Software License

$20,000 will renew the Epsilen license for the 2010-2011 academic year, under the exploratory fee in our current agreement with Epsilen. This license is based on 12,000 FTE, and includes access to 10 course-management-system modules.

The license fee is recurring, annually, and will go up in the third year (2011-2012) to either $45,000 (eP Environment) or $60,000 (eP and GLS Environment); the decision about which of these options is more desirable is deferred until we have tested the platform more thoroughly.

Student Mentors

$50,000 will fund the hiring of a core group of 8 student mentors, who will be trained in ePortfolio creation and maintenance. One of the student mentors will be the administrative assistant for the group, working 20 hours per week, for 30 weeks per year, at $18 per hour (total: $10,800). The remaining 7 student mentors will work 10 hours per week, for 30 weeks per year at $18 per hour ($5,400 per student mentor; total : $37,800).

Given the work they will be performing (which requires both technical skill and skill in training both students and faculty), student mentors will be selected based on two criteria: fluency and aptitude with computer technology, and oral and written communication ability.

Student mentors will be designated to support specific classes, will work jointly to develop a databank of Queens College ePortfolios to be used as examples, and will be available for one-on-one or small group tutoring regularly at the following locations:

Educational Technology Laboratory (Razran) Freshman Year Initiative (Honors Hall)
Graduate School of Library and Information Studies PC Laboratory (Rosenthal Library)

The student mentors will benefit from the experience of collaborating in a campus-wide teaching and learning technology-centered project. The ePortfolios program will itself benefit from the student mentors. They will help spread the word to others on campus, thus increasing the number of students creating and maintaining ePortfolios. They will help build centers of learning for both undergraduate and graduate students throughout the campus. They will, in brief, become central participants in a program that promises to establish yet another reason for students to come to Queens College for an excellent education.

External Consultants

$48,000 is the projected cost for hiring external consultants who will integrate Epsilen into the College's Sharepoint site, so that the sign-on experience for users (faculty and students) will be uniform.