

CHAPTER 2:

PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

Standard 2: An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

PLANNING

The planning process at Queensborough Community College (QCC) is a public, data-driven, consultative process. The College process is integrated within the context of the University planning process; it is based on innovative funding strategies and new systems implemented by the City University of New York (CUNY). The entire process, which has been refined and expanded over the past 10 years, was a direct outgrowth of the previous Middle States review and a response to the most substantive recommendation from that report.

Given the current economic environment—rising cost of higher education, increasing enrollments, ongoing budgetary challenges at the Federal and State levels—planning and effective allocation of resources has never been more critical. CUNY, long recognizing the need to replace an outdated patchwork of financial, student, and human resources systems, has secured funding to replace the information technology infrastructure with an Oracle platform. The launch of this new generation of information technology—known internally as *CUNYfirst* (“first” stands for *fully integrated resources & services tool*)—will revolutionize the underlying University business systems. Currently multiple systems for payroll, human resources, finances, and student information systems, the new system will streamline processes ranging from registering for courses to hiring personnel and paying bills. *CUNYfirst*, which is the project name for a generic computer-industry approach known as Enterprise Resource Planning, uses software and processes that integrate three “pillars” or functions—finance, human resources, and—in CUNY’s case—student services. As of July 2008, the *CUNYfirst* financial general ledger was implemented across the entire University, on time and on budget. This basic financial system underpins all the other applications that, once implemented, will revolutionize the way in which CUNY provides services. As a vanguard site or first community college fully implemented, QCC will roll out all the integrated applications by the end of 2009. With this investment of time, energy, and talent, QCC will be able to quickly capitalize on this tool and maximize its resources and deliver superior academic and student services.

Planning and resource allocation at QCC are accomplished through processes involving all constituents of the college community: administration, faculty, staff, and students. Results are reported through detailed documents available on the college’s website, particularly the college Strategic Plan. At the department level, quantifiable goals, objectives, evaluation methods, and strategic plans are revisited annually, with the great majority of objectives being accomplished.

Many initiatives and college resources have made the college a vibrant, continuously improving educational institution and address retention, graduation rates, and articulation, including launching Freshman Academies, expanding learning communities, Summer Academies, Writing in the Disciplines/Writing Across the Curriculum, the General Education Inquiry, the Plan for Integrated Education, and the Campaign for Student Success. The Center for Excellence in Teaching and Learning guides and supports research into pedagogy and dissemination of best practices. Outcomes assessment has been targeted in QCC’s strategic planning, leading to institutional and curricular improvements. QCC has also obtained significant external funding for its initiatives in the areas of service learning, technology (over \$3.5 million, from NSF), science, veteran support, nursing, and collaborations with four-year colleges. The Library, the Campus Learning Center, and the Campus Writing Center have established a rigorous planning and implementation process to provide students comprehensive support to accomplish the college objectives: increasing pass rates, improving graduation and retention rates, ensuring effective support according to the students’ needs, and providing solid general education. In addition, QCC is consistently improving the quality of resources: Student, staff, and faculty surveys show increasing satisfaction that resources and facilities are available even with increasing enrollment. QCC has been able to obtain tens of millions of dollars in capital funding in recent years for several important projects, including renovations and modernizations of buildings, classrooms, laboratories, the computer center, and outdoor spaces, as well as ongoing projects like the Holocaust Resource Center and Archives. Effective technology planning and support has given QCC state-of-the-art computer, network, and classroom technology.

Strategic Planning

The Strategic Plan is the cornerstone of QCC’s planning process, annually outlining goals and objectives to ensure institutional renewal in a flexible but stable way. It incorporates QCC’s ongoing institutional planning process and objectives set by the College Advisory Planning Committee (CAPC) after careful review of institutional assessments, committee recommendations, surveys, and the Performance Goals and Targets mandated by CUNY. The objectives in the Strategic Plan are driven not only by CUNY goals, but by QCC’s Mission Statement.¹ Two visual representations appear below, the first the circular process from one iteration of the strategic plan to the next and the second a comprehensive list of planning documents and college-wide goals to which they respond.



¹ All planning documents referred to in this chapter, unless otherwise indicated, appear in full in Appendix 1.

Planning Matrix

Planning document	Mission Goal								
	1	2	3	4	5	6	7	8	9
CUNY Master Plan	x	x	x	x	x	x	x	x	x
Performance Management Plan (PMP) Report	x	x	x	x	x	x	x	x	x
Factbook	x	x	x	x	x	x	x	x	
Mission Statement	x	x	x	x	x	x			
General Education Objectives	x	x		x	x				
Report of President to Chancellor	x	x	x				x	x	x
Strategic Plans	x	x	x	x	x	x	x	x	x
Completion Reports	x	x	x	x	x	x	x	x	x
Expenditure Plans							x	x	x
Campaign for Student Success	x	x	x	x					
CUE Proposals	x	x		x					
COMPACT Reports	x	x	x	x					
WID/WAC Reports	x	x	x	x					
Five-year Plan	x	x			x			x	x
Plan for Integrated Education	x	x	x	x					
General Education Inquiry Report	x	x	x						
Assessment Plan	x	x		x					
Assessment Plan Review Report	x	x	x	x	x	x			
Department (Teaching and Non-Teaching) Year-end Reports	x	x	x	x	x	x	x	x	x
Program Review Schedule		x		x					
Program Reviews	x	x	x	x	x			x	
Technology Plans	x	x						x	
Task Force Reports	x	x		x					
ADA/504 Compliance Survey Report									x
Recruitment Communication Plan	x								
External Audits								x	x
Research Foundation Annual Report							x		

Mission Goal Key

1. Collaborative, learning-centered community, with strong and closely integrated academic and student support services
2. Post-secondary associate degree and certificate programs for careers and for transfer
3. Highly qualified faculty with excellent scholarly credentials
4. Ongoing assessment of academic offerings and support services
5. Non-credit courses and certificate programs
6. Leadership role in providing access to arts and culture
7. To support the Mission, provide resources, budget and facilities to meet the need of the programs, activities, departments and office, the Office of Institutional Advancement communicates the excellence of the College and seeks funds from public and private sources
8. To support the Mission, provide resources, budget and facilities to meet the need of the programs, activities, departments and office, the Office of Finance analyzes funding sources and oversees funds allocated to the College by the Central Administration.
9. To support the Mission, provide resources, budget and facilities to meet the need of the programs, activities, departments and office, the Office of Administration provides a clean and comfortable learning environment for students, manages Auxiliary Enterprises, and assists VP for Student Affairs in overseeing funds from student fees

Participation in the strategic planning process involves individuals representing all college constituencies. The CAPC, chaired by the president, includes the vice president(s), full dean(s), the Faculty Executive Committee, the Academic Senate Steering Committee, and the presidents of the Day and Evening Student Governments. Yearly open hearings and focus groups for students, higher education officers, and department chairs ensure full access to all those affected by the Strategic Plan; input results in modifications to the Strategic Plan. At the end of each academic year, the Strategic Plan is assessed utilizing data gathered by the Office of Institutional Research and Assessment. The analysis, which produces the Strategic Plan Completion Report, provides for planning and resource allocation by assessing goal achievement vis-à-vis QCC and CUNY objectives. Additional perspective is provided in the University Performance Goals and Indicators, in which QCC is represented by data in relation to the other colleges within CUNY. At the department level, the Strategic Plan is used as a basis for preparation of goals for teaching and non-teaching departments. Once departmental plans are submitted (May 15), an Expenditure Plan is created (completed July 1).

Findings and Analysis

Throughout the Strategic Plan, there are examples of QCC initiatives that meet CUNY goals set forth in the Performance and Targets and QCC targets, including:

- In response to the 2005 Strategic Plan, the GED program was implemented on weekends and overall enrollment in the program increased by 8 percent.
- In 2005-06, assisted by the Center for Excellence in Teaching and Learning (CETL), faculty presented research that resulted from a 2005 research grant.
- From 2005-2006 strategic planning initiatives, QCC increased evening and Saturday hours at the Campus Writing Center, Academic Computing Center, and Campus Learning Center.
- In 2006-2007, CETL was required to recruit faculty to integrate teaching and learning experiences, resulting in CETL seminars about teaching and learning strategies.
- CETL has provided instructional staff development to 110 attendees overall in workshops regarding Blackboard, technology-enhanced assignments, creating podcasts, and e-portfolio.
- In 2006-2007, CETL coordinated pedagogical research by funding five Pedagogical Research Projects providing ten workshops on pedagogy topics and six technology-related workshops. CETL also worked with faculty to develop Pathways to Success in Science, workshops to collect information regarding the impact of programs on student performance.
- In 2006-2007, the ADA/504 Compliance Survey recommended that QCC implement improvements for Braille signage, electronic door devices, and continuation of restroom facilities upgrade for ADA accessibility. Strobe lights to signal emergency evacuation were installed in the Science Building and Library; progress with other ADA upgrades proceeds.
- In 2006-2007, an assessment of online courses indicated that the completion rate was 80 percent over a 12-week period; of 32 students enrolled in the *Computer Skills*, *Starting a Business*, and *Grant Writing* courses, the majority were female, 25-45 years old, and 50 percent enrolled in career skill building courses. Recruitment efforts will be adjusted accordingly for program growth.
- In 2006-2007, QCC launched Freshman Academies in Education and Technology and expanded learning communities to increase technology initiatives in communities. The number of learning communities in fall 2006 increased to 20; enrollment increased from 291 to 371. The tutoring program was also restructured to provide discipline-specific tutoring.

Academic Planning

At the heart of the strategic planning process at QCC is the institution's commitment to providing each student with a high quality undergraduate education. QCC continues to promulgate the evolution

of the academic plan, which consists primarily of the General Education Objectives, the *Campaign for Student Success* (CSS), and the *Coordinated Undergraduate Education Initiative* (CUE), ensuring structural and curricular integration and aiming to increase retention and graduation rates.

In 2004, the General Education Faculty Inquiry Group (Gen Ed Group) undertook a critical review of the general education requirements students needed to fulfill, addressing the ever-changing academic and job training needs of students. General Education Objectives intend to strengthen general education programs to ensure that students obtain a “general knowledge base and the core analytical skills” to attain either their further academic goals or the employment they desire. To this end, the GenEd Group’s discussions identified the need for an integrated academic education.

During the 2006 Convocation, President Martí presented to the College the Plan for Integrated Education, an assessment of the student experience in pursuit of an associate degree and a vision of an integrated education inspired by the Gen Ed Group. The plan was “initially conceptualized and discussed” by the Conferences of the College, the Gen Ed Group, and the Academic Senate. The resulting plan proposed a “coherent” experience for students leading to “better educational achievement” and outlined the commitment to fostering student success through several components, including the Academies, the Writing In the Disciplines/Writing Across the Disciplines (WID/WAC) program, the Center for Excellence in Teaching and Learning (CETL), e-portfolio and My Academic Plan, learning communities, and other initiatives, which along with a strong advisement component would result in a student-centered community that fostered intellectual inquiry and growth.

The Campaign for Student Success continues to implement the vision first proposed in 2006 in the Plan for Integrated Education. Today, the Campaign is the cornerstone of the institution’s academic planning. It promotes a “paradigm shift” to a “structured, purposeful, and integrated program” of study resulting in increased student involvement in their academic careers. The Campaign outlines the College’s academic plan to ensure a student’s holistic approach to higher education. Likewise, the proposal for Coordinated Undergraduate Education Initiative (CUE) promotes the College’s general education objectives by funding and driving various pedagogical initiatives resulting in the incremental implementation of the CSS programs. CUE allows for the realization of such initiatives as the Cornerstone, Milestone, and Capstone experiences. Moreover, CUE funding allows for assessments and interventions that ensure student success.

Findings and Analysis

- Full implementation of a writing-intensive requirement for all students.
- Launching of Technology and Education Academies in 2006 and launching of all other academies by fall 2009.
- Continued faculty support and training through the Center for Excellence in Teaching and Learning (CETL) in instructional practices and technologies.
- Wide-scale implementation of learning communities in which students are enrolled in two or more classes linked by common themes or assignments.
- The rolling out of e-portfolio/My Academic Plan. CSS provides for an individualized student academic plan, ensuring enrollment in appropriate general and discipline-specific courses.

Weaknesses and/or Concerns

- To implement the cohort education model, clear communication of the major developments and preparations is essential; communication solely through the College’s representative bodies—the CAPC, the Academic Senate, the president’s cabinet, and the academic chairs—may limit campus ownership of the initiatives.

Assessment Planning and Institutional Renewal

QCC's *Assessment Plan* is a framework for assessing institutional effectiveness and student learning outcomes based on institutional goals drawn directly from the Mission Statement. The *Assessment Plan Review Report* documents assessment of the major goals in the Mission Statement and presents for each institutional goal a) selected indicators of effectiveness, b) status/data collected, and c) brief summary of evaluation and resulting action. In one report, college members can survey relevant data on key indicators of institutional effectiveness and see what evaluation has been made and resulting actions taken or planned. The report is reviewed by the Assessment Committee, primarily faculty members from all the academic departments, and presented to the CAPC for review, comment, and incorporation into strategic planning. The Assessment Plan also incorporates data generated by CUNY in the annual performance targets established for CUNY colleges. From the start, outcomes assessment has been targeted in QCC's strategic planning.

Findings and Analysis

To provide a foundation for assessment, a statement of educational objectives was written and approved by the QCC Academic Senate (2002), curricular objectives were written, and an individual course assessment process was piloted (2003-2004) linking general education and curricular and course objectives. A college-wide course objectives form and a course assessment form were developed, and a database (2004-2005) was designed and implemented for the course objectives form. Academic departments have begun to respond and integrate formal course assessment into curriculum development. The annual planning reports generated by each academic department and office include reports on professional activities of faculty and staff, assessment activities, curricular changes, and student learning outcomes.

The assessment process is continuously being improved. In 2004-2005, a revised academic program review process was implemented, embedding both general education assessment and assessment of curriculum-specific student learning outcomes. In 2005, the Mission Statement was revised, and goals have been incorporated into program review and the College's overall assessment activities. In addition, a review of the educational objectives was launched in fall 2005; changes were approved by the Academic Senate in May 2007 and subsequently incorporated into the program review process.

Weaknesses and/or Concerns

- The College's planning process benefited from the 2004 Assessment Review. The Assessment and Academic Program Review website should be updated to reflect the results.

Teaching Departments: Strategic Planning and Assessment

Each teaching department is required to file the Year-End Report with the Office of Academic Affairs by June.² The Year-End Report template consists of four large sections requiring a comprehensive and current description of the department (department-sponsored services and activities, significant achievements of departmental faculty, changes in faculty, staff or facilities over the past year, and departmental assessment activity). The section on "Goals and Objectives" is pertinent for examining strategic planning in the departments. Grid 1, "Goals/Objectives for year just completed," asks the department to report on the goals from the previous year's report. For each goal, the department must

² See Appendix 2, Exhibit 50; for the 2007 letter to chairs, see Exhibit 51.

state whether it is part of the Strategic Plan and must provide a brief description under “Evaluation of Achievement” and “Resulting Action Plan.” Grid 2, “Departmental goals/objectives for coming year,” asks the department to state the goals for the coming year, whether it is part of the Mission Statement or Strategic Plan, and to describe a “Planned Method of Evaluation.”

Clearly, departmental goals achieved or not achieved in Grid 1 of the current year’s report are meant to refer back to Grid 2 of the previous year’s report and summarize the results. When there is a clear correspondence between the projected goals of the department and goals met/objectives achieved in the current year, one may assume that the department is following a strategic planning process, and, in particular, using the Year-End Report as a planning and reporting document both within the department and in communication with the QCC administration.

Findings and Analysis

The *Year-end Reports* of 17 teaching departments for the years 2005-2006 and 2006-2007 were reviewed.³ All departments except one listed departmental objectives met, which corresponded to the previous year’s stated goals. All departments but one listed departmental goals/objectives from the previous year, which were still ongoing projects in the department; some departments explicitly detailed which departmental goals had been postponed to the following year. For the most part, departments listed either three or four main objectives and clearly accounted for progress on these goals in the following year’s report. Some departments listed goals that did not show up on the following year’s report, and seem to have disappeared from the list of desired achievements.

A major consideration is the way in which the department defines the “planned method of evaluation” and the degree to which it can report concrete results in the following year’s report. When quantifiable results can be reported, the planning process appears to be working. Where quantifiable data are missing or hard to come by, the planning process (on paper) appears to be more uncertain and hard to pin down. Departments are likely to report on those areas where progress is more visible and easily defined—e.g., faculty and CLTs hired, equipment purchased and installed, new courses proposed and approved. Pedagogical initiatives focused on the classroom are likely to suffer under this kind of evaluation system.

Two departments—English and Basic Educational Skills—are notable in that they use the planning template to define a wide range of departmental goals, not all of them achievable within one year, or even in several years. An effort at exploration of ways and means to improve both teaching practice and student performance is evident. In the 2005-2006 Year-End Report, the English Department seeks: to have additional faculty participate in learning communities and academies; to continue experimentation with assigning various genres of academic writing with a view to publishing these writing samples in student e-portfolios; to reduce the disconnect between EN 101 and EN 102 by offering theme-based EN 102 courses; to review and reformulate the manual for adjunct faculty; to review the LA1 program report; to pilot a questionnaire to gain insight into students’ reasons for withdrawing from EN 101 and EN 102. In concrete responses to the concerns above, the 2006-2007 document reports that “additional learning communities and academies were added,” that faculty revised EN 102 syllabuses to reduce the disconnect with EN 101 and assigned the literacy narrative for the e-portfolio, and that an e-portfolio pilot is planned for fall 2007. The Basic Skills department has made extensive use of the student survey—examined side by side with student pass rates on the COMPASS/ESL and ACT COMPASS reading examinations—to evaluate the effect of certain

³ See Appendix 2, Exhibit 29, Table of Departmental Goals.

department efforts to improve student retention, satisfaction, and performance, detailed in the *Year-End Report* under C.5, “Other Assessment Activity.” Though the report gives a potentially fuller picture of overall activity in the direction of planning and implementation of goals, there is no explicit statement summarizing findings and indicating a resulting course of action.

A continuous strategic planning process is also illustrated when a specific “Resulting Action Plan” in Grid 1 results in an entry in Grid 2 Goals/Objectives for the next year. Thus the Social Sciences Department delineated proposal of a new degree program (Criminal Justice Transfer Degree Program) in 2005-2006, approval by John Jay College in 2006-2007, and a plan to develop the Letter of Intent for the Dual/Joint A.S./B.A. degree in Criminal Justice in 2007-2008.

Finally, a third possibility for inferring a continuous planning process from the *Year-End Report* arises when assessment data result in decisions taken concerning new goals/objectives. The Nursing Department documented implementation of a summer “fast-track” Nursing 101 course in 2005-2006. Evaluation of student success in the 2006-2007 report concluded that: “Fast-track students did not progress at a rate faster than the standard admissions students. Attritions rate was comparable.” The resulting action was elimination of the summer fast-track course. Evaluation instruments contributing to this decision were: student evaluations, course completion rates, grades of students in NU 101, as well as their readiness/performance in NU 102.

Data entered into Part D by each department vary greatly. Some entries are specific, mentioning dates and numbers. Most entries, however, avoid specifying target dates or numbers. But results of actions taken point to a successful planning process.

Weaknesses and/or Concerns

- Though the *Year-End Report* template provides a record of selected departmental planning decisions and results, the template could expand in the area of a data-driven planning process.
- The academic departmental planning process is comprehensive and effective and shows evidence of continuous improvement cycles. A shift of focus to program-based planning or a collaborative planning process would allow departments in one program (e.g., the Liberal Arts program) to analyze student performance data together and come up with program-wide improvements. A degree-focused planning process might facilitate the specific student-centered strategies necessary for increased student success.

Non-Teaching Departments: Strategic Planning and Assessment

Findings and Analysis

All the non-teaching departments have goals, objectives, and strategic plans, clearly delineated in their own *Year-end Reports* and consonant with the College’s Mission Statement and Strategic Plan. Retention and success of students and improvement of services objectives were included in the plans of many non-teaching departments. Goals and objectives of the Academic Advisement Plan included improving student retention and academic success via student advisement, orientation, new student outreach, and working with Institutional Research data. Admissions and Recruitment have initiatives and a Recruitment Plan and New Student Welcome Plan. Goals, objectives, and plans for CETL included expansion of support for pedagogical research and faculty development. Their plans also included more collaborative work with the ACC in relation to faculty development and use of instructional technology. Two goals and objectives of the Dean’s Office of Judicial Affairs were to improve the quality of student support services and address the most significant concerns targeted in the *QCC Student Experience Survey* (see Appendix 4).

Goals and objectives for Institutional Research and Assessment for 2005-2006 included the expansion of a data-based planning format to make it more customer-friendly. Copies of the *Student Experience Survey* were disseminated for consideration to faculty and staff. Institutional Research administered the fall 2006 survey. It developed plans for evaluation of the effectiveness of advisement and for procedures for writing-intensive classes and analyzed supporting about the effectiveness of initiatives.

Among the goals of Institutional Records and Planning for 2005-2006 were to enhance the QCC web-based academic advisement system. This began in 2001, and the improvements continued every year. Its plans also included greater data flow to academic departments to assist their programs; development of SAS for data mining of SIMS and for other departments; development of more programs to increase efficiency of the Registrar's office; implementation of web-based academic degree audit; and assistance in the assessment process at the College.⁴

Campus Planning routinely evaluates facilities on campus and creates plans based on the Mission Statement, Strategic Plan, and CUNY Master Plan. Meetings take place with campus departments to assess space and facility needs and evaluate campus facilities to ensure that they meet departmental needs and requirements. As with other departments, there is a planned method of evaluation and implementation of plans from year to year. Resources for campus facility improvements come from a number of funding sources, including tax levy budget allocations, productivity savings redirected to infrastructure, CUNY capital budget requests, and state and local legislative support directed to specific improvements. Based on strategic plan objectives, improvements over the past several years have multiplied, including but not limited to the following projects:

- Campus Fire Alarm and Safety Project implementation (2006-2007)
- Improvements to the RFK Gymnasium including a roof replacement (2005-2006).
- The design and construction of a new Holocaust Resource Center, opening in 2009.
- Campus ADA Improvements Project (2005-2006).
- The Campus Malls Restoration Project (completed in 2006-2007)
- The upgrade to the Campus security camera system (2007-2008)

The majority of non-teaching departments assess their plans, services, and personnel. Many use their own surveys—for example, student satisfaction surveys—to evaluate their services. Some departments track students or faculty who utilize their services and collect feedback from users.⁵

RESOURCE ALLOCATION

Survey Response Overview

QCC is consistently improving the quality of resources from the student viewpoint. Students are increasingly satisfied that resources and facilities are readily available even with increasing enrollment. The results of 19 questions related to institutional resources from the *Student Experience Survey* of fall 1997, fall 2000, fall 2003, and fall 2006⁶ show consistent improvement on satisfaction rate (from an average 44.83 percent to 57.92 percent) over the past 10 years. Results of recent faculty and staff surveys show an average 2.77 on 19 questions related to institutional resources from the *2008 Faculty Survey*⁷ and an average 3.13 on 11 questions from the 2008 staff survey⁸ (an average

⁴ See Appendix 2, Exhibit 20.

⁵ See Appendix 2, Exhibit 21, for more examples of assessment by non-teaching departments.

⁶ See Appendix 2, Exhibit 19.

⁷ See Appendix 2, Exhibit 56, *2008 Faculty Survey* questions related to resources.

score of 2.50 or greater may be considered as satisfaction). Results of the *2008 Chair Survey* indicate the perception of a serious lack of availability of classroom space. While this is a single survey, the rating is quite low (2.08), a sentiment echoed by other faculty and staff. Availability of office space for both full-time and adjunct faculty is also perceived by the chairs to be inadequate.⁹

According to the *College Employee Questionnaire 2008* (see Appendix 4), perceptions among administrative and other staff are both positive and negative. Administrators and staff indicate that they have read the mission statement, consider the mission when setting goals and prioritizing their activities, and are aware of the college's strategic planning process. Their sense of collegiality is mixed: On the one hand, they agree that faculty seeking information from various office are treated courteously and professionally, that supervisors encourage professional development, and that they are encouraged to make suggestions and to express concerns. On the other hand, response was less than positive concerning whether the administration shows respect for the staff, whether college policies and procedures are followed fairly and uniformly, whether administrators promote teamwork and cooperation among employees, and whether they have been asked to collaborate on college-wide initiatives. There is some dissatisfaction with issues of empowerment: overall responses concerning influence on college policies and participation in shared governance are negative or less than positive. Finally, though responses indicate overall job satisfaction, respondents were not satisfied with salary and less than happy about working at the college.

Weaknesses and/or Concerns

- Classroom and office space is not adequate.
- Though the College has dramatically increased funding for faculty travel and conference attendance, financial resources for faculty and HEOs, both for travel and conferences and for educational enrichment and professional development of all kinds, remain insufficient. Survey results indicate continued dissatisfaction with support.

Learning Resources

In the *Five-year Plan* commissioned by Dr. Martí, developed from extensive discussions with members of the college community, one proposal among many involved turning the Library Building into an academic learning center. In a major reconfiguration of the Library Building completed in 2007-2008, space was created through reevaluation of library collections and subsequent elimination of outdated materials and relocation of Purchasing and Accounting and the Testing Center. The Library Building, always the geographical center of the campus, was then remodeled and reconfigured to house the Campus Writing Center, Campus Learning Center, Center for Excellence in Teaching and Learning, and Continuing Education, in addition to the other vital academic resource departments already located in the building, the Library and the Academic Computing Center.¹⁰

Weaknesses and/or Concerns

- The Library *building* is a true academic hub. During the investigation, however, this central facility was sometimes confused with the title of Campus Learning Center (CLC), just one of several academic support centers on campus. At times, interviewees applied the term CLC to

⁸ See Appendix 2, Exhibit 57, *2008 College Employee Survey* questions related to resources.

⁹ See Appendix 4 for the *2008 Chair Survey* and for the complete results of all surveys.

¹⁰ See Appendix 2, Exhibit 30.

the newly centralized academic resource center. The *2007-2008 Campaign for Student Success* (page 18) describes the “Campus Learning Center” as providing “space for the traditional library functions” and for “the Academic Computing Center ... and other campus learning centers.” There is concern that the name of the building belies its general function.

The Library

Consistent with the goals of the College’s Mission Statement, the primary mission of the Kurt R. Schmeller Library is to support all College curricula with electronic and print resources. The Library’s fundamental objective is to meet the information and research needs of the College’s students, faculty, and staff. The academic success of the students is of prime importance and to support this, facilities upgrades are made a consistent basis.¹¹ The Library also serves as a resource for the community. Strategic planning and assessment are an integral part of reaching all these goals¹² and its mission statement is periodically reviewed.

Following the hire of a new chief librarian in March 2007, many new changes have been made to the Library under the new leadership, including remodeling, reconfiguring the Library’s space for more efficient use, and providing an attractive and comfortable study environment for students, faculty, and staff. (See the Facility section below for more information on improvements made to the Library.)

Findings and Analysis

The Library is extremely successful in the evaluation and responsive allocation of its resources. The Library regularly and thoroughly utilizes national survey tools as well as CUNY and QCC surveys.¹³ Results of surveys are utilized to optimize resource allocation, for example:

- The Group Study Room (2006) and new Quiet Study Room (2007) were created in response to survey data. The additional Quiet Study Room has resulted in a reduction in the number of complaints from students. The Group Study Room has been used by 169 groups of students from 13 academic departments for two-hour intervals during the 2007 calendar year.¹⁴
- In response to results of the *LibQUAL+ 2005 Survey*, in 2006-2007 10 laptops were added through the Tech Fee Plan, and in summer 2007 all laptops were upgraded and five extra laptops were purchased. These 35 laptops were circulated 11,000 times in 2007.

To support all curricula, the Library requires adequate financial resources, including financial resources to maintain the print and electronic collection, computer hardware and software and state-of-the-art technology, and an adequate number of professional, support, and technical staff. The Library’s material budget, appropriated by the College, covers expenditures for books, print serials (including periodicals), microfilm, computer software and hardware, audiovisual, and bibliographic utilities. The Library also receives funds from copier commissions, overdue book fines, and grants and some funding from COMPACT and CUE.

During 2006-2007, the Library received more funding than previous years: material expenditures were \$95,918 and \$1,074,964 for salaries, a total of \$1,253,882. During 2007-2008, the Library was allocated hourly funds and received more than the usual funds of \$25,000 from COMPACT. Some of this money was used for hourly (part-time) staff and toward the purchase of electronic resources. It

¹¹ See Appendix 2, Exhibit 32, Library Facilities Upgrades.

¹² See Appendix 2, Exhibit 31, Library Strategic Planning and Assessment.

¹³ See Appendix 2, Exhibit 31.

¹⁴ See Appendix 2, Exhibit 61, Addition of Quiet and Group Study Rooms.

allocated \$45,000 toward the purchase of books, periodical subscriptions, and two databases: *College Source* and *ProQuest Nursing*. The Library also received auxiliary operating money from copier revenues (\$30,000), book replacement, and a small endowment, most used toward the purchase of books and some for the purchase of new chairs for the Circulation Desk. During 2007-2008, the Library spent \$60,000 on monographs. CUE allocated \$6,500 to purchase additional copies of heavily used reserve textbooks. In *the ACRL Academic Library Surveys (Academic Library Trends)*, the Library was below the norm for expenditures on monographs and average for current serials, including periodicals and material, and operating costs as compared to other community and junior colleges reporting in 2006-2007.¹⁵ The Library invested more in technology. Computers at the student workstations and laptops are two of the most frequently used items in the Library; there is still a need for more laptops for students. Computer hardware and software (including maintenance) were high compared with other community and junior college libraries.¹⁶

Due to the CCIP (Community College Investment Program, a NYC program designed to bolster resources), in 2004-2005, the Library was able to hire three additional full-time faculty members. The Library has a faculty liaison program and created the position of faculty outreach librarian in spring 2006. The ratio of 171 for each Library staff was above the norm in the *ACRL Academic Library Survey, 2006-07*. The ratio of Library faculty FTE (14.5) to FTE students (8,291) in 2006-2007 was 607, above the norm.¹⁷

Satisfaction with Library services remains high in user satisfaction surveys by the College in 2006 and the *LibQUAL+ 2005 Library User Survey*. The Library has been rated satisfactory in the College's 2006 *Student Experience Survey* in the areas of hours of operation, helpfulness of staff, availability of up-to-date materials, availability of computerized journals, availability of required textbooks, reference section, the library as a place to study, and instruction on how to use the library. The services of the Library are well utilized by students.¹⁸

During 2006-2007, there was a decrease from the previous two fiscal years in the number of books borrowed from the Library. Only 7 percent of the collection circulated during 2006-2007, compared to 10 percent in 2004-2005 and 2005-2006. Generally, the number of loans for the QCC Library is low compared to other CUNY community colleges in 2005-2006 and at the norm compared to libraries reporting in the ACRL 2006-2007 Survey of academic library trends.¹⁹

Information literacy is fundamental in the Library's educational plan. Faculty collaborate with the teaching faculty in promoting and supporting competence in information literacy skills across the curriculum. The Library's information literacy instruction program equips students to navigate the information world. Students acquire research skills and retrieval methods in conjunction with course assignments and are educated about academic integrity. The Library ascribes to the CUNY Libraries *Guidelines for Information Literacy* (2007) and the *ACRL Information Literacy Competency Standards for Higher Education* (2000). CUNY Libraries *Guidelines for Information Literacy*, approved in December 2007 by the CUNY University Librarian and the CUNY Council of Chief Librarians, aims to provide literacy standards for all CUNY libraries. With the goal of promoting the integration of information literacy across the curriculum, the CUNY Library Information Literacy

¹⁵ See Appendix 2, Exhibit 33, Library Budget and ACRL Statistics.

¹⁶ See Appendix 2, Exhibit 36, Computers and Technology in the Library/Laptop Loans.

¹⁷ See Appendix 2, Exhibit 33.

¹⁸ For additional discussion of other services, see Appendix 2, Exhibit 56.

¹⁹ See Appendix 2, Exhibit 35, circulation and interlibrary loan data.

Advisory Council (LILAC) meets regularly.²⁰ (For additional discussion of the Library's promotion of information literacy in terms of general education and educational offerings, see chapter 6.)

Another busy section of the Library is the Reference Desk. A typical week of reference transactions in 2006-2007 had 290 queries. Compared to other community and junior college libraries reporting in the *ACRL Academic Library Survey (Academic Library Trends), 2006-07*, the number of reference transactions was average. The majority of reference transactions are assistance with research. Other types of reference transactions include directional, assisting students with email (TigerMail) accounts, Blackboard, online registration, and related queries.²¹

The Reserve is the busiest section of the Library. Students depend on this service for textbooks and other course material.²² The 2006 *Student Experience Survey* indicated that 62.6 percent of students were very satisfied or satisfied with the availability of textbooks in the Library; 13.0 percent were dissatisfied or very dissatisfied; 24.4 percent had no opinion. Compared to other CUNY community colleges in 2005-2006, QCC's Library had the second largest number of reserve circulations. The Library has a large and growing e-reserve collection of digitized articles that students can access 24/7. The number of downloaded e-reserve articles increased between 2004 and 2007, from 945 to 4,607.

The Library provides satisfactory availability and is increasingly highly utilized. According to the College's 2006 *Student Experience Survey*, 82.3 percent of students were very satisfied or satisfied with the hours of the Library. There were 468,596 users entering the Library in 2006-2007 and the patron count for 2005-2006 was 393,680 entries.

Campus Learning Center

In the reconfiguration of the first floor of the Library, the Campus Learning Center (CLC) was officially established in October 2006 to provide tutoring, just one of several academic support centers on campus. The CLC is closely aligned with the College's Mission Statement: decreasing withdrawal of students from courses, increasing pass rates, improving student and graduation retention rates, ensuring effective support according to the students' needs, and providing solid general education. The CLC is guided towards these goals through a continuous strategic planning process and ongoing evaluation of outcomes.²³ The CLC has one full-time coordinator, one full-time CUNY office assistant, four part-time tutor/faculty coordinators (non-teaching adjuncts), and 74 part-time tutors. Both the coordinator and office assistant are paid through a Perkins grant. (For additional discussion of the services provided by the Campus Learning Center, see chapter 4.)

Findings and Analysis

The facilities of the CLC are well utilized by students. Equipment is updated and replaced through the College's Technology and Tech Fee Plans. The CLC has a large collection of textbooks, human anatomy models for Biology students, and other resources. Resources were also transferred from the former Instructional Support Services. The CLC also received books donated by academic departments. The CLC is open 59 hours each week for a total of 2,832 hours for the fiscal year.

Funding is clearly linked to planning and budgeting. For 2006-2007, the CLC received funding from Compact (\$50,600); NYSED Perkins (\$179,947); and QSA (\$54,394). Projected funding sources for

²⁰ See Appendix 2, Exhibits 38 & 39.

²¹ See Appendix 2, Exhibit 42, Library Reference Services.

²² See Appendix 2, Exhibit 41, Reserves.

²³ See Appendix 2, Exhibit 44, CLC Strategic Planning and Assessment.

2007-08 were: ASAP (\$67,769); CUE (\$8,620); Perkins (\$197,021); QSA (\$40,250). The total projected expenditures increased in 2007-2008 to \$364,260 and are compared with 2006-2007 expenditures in Appendix Exhibit 51. Perkins funding is not expected to continue in 2008-2009.

The CLC continuously conducts assessment of its goals, objectives, and performance. All services provided are evaluated annually with a clearly delineated method for evaluation, analysis of the results, and action plan. In accordance with results of the evaluation, services are restructured and necessary improvements are implemented. Assessment included: withdrawal and pass rates of students receiving CLC tutoring services; student retention rates for each semester in the same curriculum; and tutor manuals.²⁴

Weaknesses and/or Concerns

- The Campus Learning Center is heavily reliant on Perkins funding.

Campus Writing Center

The Campus Writing Center (CWC) was developed from the reorganization of Instructional Support Services. Centrally located on the first floor of the Library Building, the CWC provides students with writing tutoring in support of an integrated learning experience. The CWC is open 64 hours a week and a total of 3,328 hours during the fiscal year. The print collection of the CWC contains approximately 150 textbooks. Electronic learning resources include worksheets, workbooks, and handbooks for Writing Center activities (ACT and CPE student prep materials, tutor training, tutoring, and e-tutoring).²⁵ The center also has an iPASS²⁶ online tutoring computer laboratory with 12 student computer workstations. Students have access to 18 laptops that circulate in-house. An important resource of the CWC is tutoring and writing assistance for all college courses, including English courses and writing-intensive (WI) courses. The center also offers ACT examination writing prep and CUNY Proficiency Examination (CPE) prep workshops. This includes face-to-face individual and small-group tutoring support and 24/7 e-tutoring (iPASS) assistance. Educational technology includes utilization of the CWC laboratory and wireless laptops. Students also receive training in and application of iPASS to assist with coursework and prepare for the ACT and CPE.

The reorganization and relocation of tutoring has had positive effects on students. The Fall 2006 *Student Experience Survey* indicated that students were very satisfied or satisfied with opportunities to improve writing skills and improve ability to solve problems and with the usefulness of tutoring in academic subjects at the CWC. For example, the percentage of respondents satisfied with the opportunities to improve writing skills rose from 72.9 percent in 2003 to 80.1 percent in 2006. One explanation for this includes the outstanding resources in the CWC, the strong commitment on the part of the staff, and the user service they provide.

Findings and Analysis

Students are very satisfied with the services of the CWC. For example, students rated the tutoring services and tutors extremely high in the *Student Satisfaction Survey* conducted by the CWC (then Instructional Support Services) in fall 2005 to evaluate the tutoring program. The CWC was not only successful in terms of student satisfaction but also in terms of student success. Goals and objectives

²⁴ See Exhibit 44 above.

²⁵ See Appendix 2, Exhibit 45, Campus Writing Center Resources and Materials.

²⁶ See Appendix 2, Exhibit 47, iPASS Online Tutoring.

of the CWC were met with favorable outcomes. For example, there was an increase in pass rates for the ACT writing examination and CPE by students who utilized the services and resources in 2006-2007.

Although the total number of unique students utilizing the CWC decreased 16 percent from a total of 6,196 unique students in 2005-2006, some services increased in the number of FTE students. One of the largest increases was in educational technology use, computer laboratory and/or wireless laptop, along with an increase in CPE prep and iPASS training.²⁷ In 2006-2007, 133 unique students submitted at least one assignment to iPASS for feedback from an e-tutor. The pass rate also increased in 2006-2007 to 65 percent from 45 percent in 2005-2006 for the ACT writing examination prep workshop. There was also an increase to 83.7 percent (or 499 unique students) in the CPE prep in 2006-2007 from 80 percent in 2005-2006.

The CWC evaluates itself via program reviews, student experience and satisfaction surveys, and evaluations. The services and staff, including tutors, are evaluated annually. The assessment outcomes are used to improve services, programs, and pedagogy. The College’s *Fall 2006 Student Satisfaction Survey* revealed satisfaction was high among users of the CWC services. The tutors are evaluated by staff and also conduct self-assessments using TESQAT standards.²⁸

Weaknesses and/or Concerns

- Funding for the CWC comes from multiple budgets; with much of that funding from grants, planning is a challenge. The majority of the grant funding for tutoring over the past four years has come from a Perkins grant. Coming to the end of six years of support, the College is now faced with the challenge of finding alternative sources of funding for tutoring for almost 30 percent of the tutoring budget.²⁹

Financial Resources

The College’s financial resources are primarily derived from the annual operating budget allocation distributed by CUNY, except for capital projects (funded centrally by state and city budget items in support of the *CUNY Master Plan*).³⁰ The allocation is based on a well established community college resources model prepared by the University Budget Office. Funding for the community colleges is made up of City and State funding and tuition, and the model allocates a share to each community college based on a number of variables including, full time equivalent headcount, staff size and costs, facility size and complexity, and additional tuition revenue from enrollment growth. The following table shows the funding the University received in millions for the years 2002 and 2008³¹:

	2002	%	2008	%	Change	% Change
State Aid	\$124.5	34.5	\$173.7	30.9	49.2	39.5
City Support	101.1	28.0	193.8	34.5	92.7	91.7
Tuition	135.5	37.5	193.9	34.5	58.4	43.1
Total	\$361.1		\$561.4		\$200.3	55.5

²⁷ See Appendix 2, Exhibit 47.

²⁸ See Appendix 2, Exhibit 48.

²⁹ See Appendix 2, Exhibit 63.

³⁰ See Appendix 2, Exhibit 3.

³¹ See Appendix 2, Exhibit 1.

In fall 2003, tuition was increased for the community colleges, generating additional revenue for the colleges. The University revenue target was also increased, resulting in a growing dependence on tuition as a funding mechanism. As a result, the college benefit from increased revenue was partially offset by declining tax levy allocation support.³² QCC receives approximately 16 percent of the CUNY community college budget. This reflects the increase in the College's share of the CUNY budget for the same period. Given that the College spends approximately 90 percent of its budget on personnel, any additional funds are almost entirely applied to this category—creating a challenge to continually improving services.

In the established CUNY process, the college does not prepare its own budget request. CUNY prepares a community college request and submits it to the State. The amount of funding CUNY receives determines the budget distributed to the community colleges. When the budget is allocated, which is sometime in early summer, the College analyzes its resources, relative to its strategic goals, and determines the optimal financial plan for the year. The College budget allocation comprises three sections. Section I provides the base model allocation and various lump sum allocations. Section II specifies amounts to be budgeted for specific purposes. Section III includes the COMPACT philanthropy and productivity targets. Also included as part of the allocation is a revenue-over-collection component (anticipated additional revenue not specifically incorporated in the allocation model). The University projects an over collection of tuition revenue above the College's tuition target and includes it in our allocation. In effect, the College is responsible for generating these funds, which are not an allocation by the University.³³ In addition to the budget allocation, the College receives assistance from its related entities, which include Auxiliary, Student Activities Association, and the Foundation. By incorporating these additional funds, the College utilizes an *all funds budgeting* concept. In the 2009 budget process, budget data and department requests were presented in a detailed "all funds" methodology, allowing department chairs and administrative managers to consider requests in light of all available resources. With growing State and City constraints on budget funds for 2009 planning, this format allowed the College to supplement and reallocate various resources in a more efficient manner.

To achieve efficient utilization of College resources each budget year, departments are asked to develop budget requests. The departments are expected to submit requests that will allow them to continue operating at optimum levels. When available, additional funds are provided to fund specific goals. These departmental requests are reviewed at the vice presidential level and then submitted to the Office of Finance and Administration. A College-wide *operating budget* is prepared and reviewed with the president and vice presidents. In preparing the *operating budget*, the total funds the College receives from the University Budget Office are built in. Programs that receive separate funding from the University are allocated as earmarked funds. The administrator of each of these special programs must provide a budget so that the College Budget Office can monitor their expenditures. These special programs include: Coordinated Undergraduate Education, College Now, College Discovery, CUNY Language Immersion Program, Services for Students with Disabilities, Accelerated Studies for Associate Programs, Community College Investment Plan, and the Black Male Initiative.

The College is restricted in the amount it can expend by the *operating budget* allocated to the College by CUNY. To the extent that the College can offset additional expenditures over and above the *operating budget allocation* by using excess revenue, it will build these expenditures into the budget. Any long-range planning for using these excess revenue funds is limited by the moving revenue target

³² See Appendix 2, Exhibits 2 & 3.

³³ See Appendix 2, Exhibit 4.

the University assigns each fiscal year. For the past five years, the revenue target has been increased, reflecting QCC’s enrollment growth, limiting the College’s ability to utilize all funds incrementally:

Revenue Targets (millions)				
2004	2005	2006	2007	2008
\$26,940	\$28,128	\$28,672	\$28,934	\$29,880

Faculty are included in the budget process through the Faculty Personnel and Budget Committee (P&B). The P&B committee, chaired by the president, comprises department chairs, including the chief librarian, the vice presidents for Academic Affairs and Student Affairs, and the dean for Human Resources. Before the budget is submitted to the P&B, it is reviewed by a subcommittee established by the P&B, and that subcommittee makes its recommendations to the full committee. After receiving P&B approval, a *financial plan* is prepared by the College Budget Office that outlines the categories of expenditures and the projected available funding. This allows the University Budget Office to review the College’s plan for approval. The *operating budget* expenditures are monitored by the College Budget Office, and monthly reports are sent to the department heads and respective vice president. Special programs are monitored individually, and the budget/expenditure data distributed to the department head responsible for the program is also submitted to the corresponding vice president. The large increases in personnel services in fiscal years 2007 and 2008 are the result of the collective bargaining costs of a new contract, funded by CUNY.

Fiscal Year	College’s controllable operating allocation (last five years)	
	Personnel Service	Other than Personnel Service (OTPS)
2003-2004	\$43,228.0	\$3,500.0
2004-2005	\$44,835.0	\$4,000.0
2005-2006	\$46,791.0	\$4,760.0
2006-2007	\$54,361.0	\$5,571.0
2007-2008	\$57,060.0	\$5,054.0

To stabilize annual college budgets and facilitate proper planning, the University implemented an innovative funding mechanism known as the CUNY COMPACT. Essentially, COMPACT is an agreement among the University, students, and governmental funding agencies that allows for modest and predictable tuition increase specifically directed to enhancements to educational resources. COMPACT draws its funding from State and City funding, philanthropy, productivity and operating efficiencies, and tuition increases, when necessary. COMPACT requires each college to develop an investment plan in consultation with elected faculty and student representatives, securing support from all key constituencies. The COMPACT spending plan is included in the College’s *financial plan* submitted to CUNY.³⁴ COMPACT expenditures are tracked separately and reported to CUNY to ensure that the institution expends the funds according to the College’s plan.³⁵ Given an outdated CUNY accounting system, this becomes a burden on college resources, as this cannot be easily done. As noted under *Pending Financial Improvements*, the installation of Oracle software will change this.

Human resources account for approximately 90 percent of the *operating budget*.³⁶ Collective bargaining increases are negotiated by the University with the Professional Staff Congress, the union representing teaching and non-teaching instructional staff, and with DC37, the union representing the civil service staff. To ensure that staffing levels are maintained, the College has established

³⁴ See Appendix 2, Exhibit 60.

³⁵ See Appendix 2, Exhibit 63, COMPACT Investment Plan.

³⁶ See Appendix 2, Exhibits 5 & 6.

procedures in accordance with University Bylaws. Under the auspices of the College P&B, a subcommittee on lines reviews all teaching faculty line requests. These requests are based on new curricula, current enrollment, anticipated retirements, and departmental ratios of full-time to part-time teaching staff. Adjunct faculty positions are filled by the department and do not go through the lines committee. Higher education officer (HEO) or middle management positions are filled based on HEO guidelines under University policy. New positions, once approved by senior management, are presented to the College HEO Committee (comprising executive, staff, and faculty membership) for approval. Once approved, the candidate is recommended to the president for his recommendation and to the CUNY Board of Trustees for approval. Human resources also comprise other instructional staff and classified staff (see chapter 5). In addition to position controls, colleges have spending limits on general administration, maintenance and operations, and general institutional services.³⁷

Expansion of human resources, especially faculty lines, is often achieved through CUNY initiatives, including the Community College Investment Plan (CCIP), the Decade of Science initiative, Accelerated Studies in Associate Programs (ASAP), and CUNY Prep. QCC has certainly taken good advantage of the opportunities. For example, in 2004-2005, as part of a major CUNY initiative to reinvigorate the system with new faculty, CCIP proved funding at the College for 37 full-time faculty lines, 37 student service lines (including counseling, library, and institutional lines), and 6 adjuncts as permanent lecturers. When necessary, QCC has shown exceptional resourcefulness. For example, to respond to CUNY's ASAP initiative, QCC found a competent director and staffed a new department in less than a month, allowing QCC to meet all initial goals of the program within a few months.

The University engages an independent audit firm to perform a financial and operational audit each year. The auditors select certain schools to visit each year. Audits for the College's Related Entities, the QCC Auxiliary Enterprises Association, and QCC Student Activities Association are performed each year, resulting in independent audit reports and management letters for each entity. In addition, the University has instituted an Internal Control Self-Assessment, which has been completed for the administrative departments and is a comprehensive review identifying control weaknesses and other risk issues, including follow-up plans. During 2009, this process will be institutionalized and performed on an ongoing basis. In addition, a A-133 audit (compliance with Federal Financial Assistance Programs/PELL) is performed each year, to ascertain compliance with the requirements described in U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* applicable to its major federal program.

Another funding issue is the Program to Eliminate the Gap (PEG) to cover a budget shortfall experienced by the City of New York, which results in a budget allocation reduction for that fiscal year. In 2007-2008, the University was assessed a PEG in which QCC's reduction was \$320,000 and it is anticipated to be an additional \$500,000 during 2009. These reductions create a challenge for resource planning at the College as their imposition is largely uncontrollable. As the College does not have the means to reserve fund balances these reductions must be taken from the operating budget that CUNY allocates to the College—more specifically, from the small slice of OTPS funds.

In CUNY, the average community college expenditure for OTPS is approximately 17 percent of the total. QCC's percentage, 10 percent, is the result of having a PS regular expenditure of 71 percent as compared to the CUNY community college average of 64 percent. In addition, QCC's adjunct

³⁷ See Appendix 2, Exhibits 7-11.

percentage is slightly higher than the average.³⁸ Intersession and summer sessions offer opportunities to generate additional revenue.

CUNY’s present accounting system, as well as its human resource and student financial aid systems, is over 35 years old. CUNY has undertaken a multi-million-dollar project to standardize these systems throughout the University. Oracle/PeopleSoft systems, which will be installed and phased in over the next several years, will allow uniformity within the University and provide the colleges with better tools to analyze their operations. Given the funding issues confronting the colleges, this will enable better analysis and use of expenditures. QCC is a vanguard school, which means that it will be one of the first schools to implement the new systems.

Weaknesses and/or Concerns

- The college has been relying on excess tuition revenue to offset expenditures in excess of the *operating budget*, which depends on continued enrollment growth and a stabilized revenue target assigned by CUNY. Should either enrollment decrease or the revenue target increase, the College will have fewer resources with which to operate.

Financial Resources Supporting Innovation

A variety of innovative programs have been initiated and supported by grant funds, particularly in the last two fiscal years. Several initiatives that are noteworthy in terms of innovative programming, amount of grant funds received, and/or institutional impact are highlighted below. Most funding agencies require a plan for institutionalization as part of the application process; all the programs described below have a sustainability component written into the original proposal. Some will require ongoing support, particularly in the area of staffing, and the discipline-based Academies may provide an excellent opportunity for institutionalization.

- A three-year grant from the American Association of Community Colleges allowed the College to launch its first service-learning initiative for students, resulting in the civic engagement of more than 50 students working with 10 faculty members.
- More than \$3.5 million in NSF funding enabled the College to establish a Laser Academy for High School Teachers; launch the Technology Academy; fund a five-year partnership among QCC, Queens College, and Brookhaven National Laboratory to involve students in high-caliber research; and purchase new science equipment.
- A collaborative Title V grant from the U.S. Department of Education is providing Hispanic science students with access to academic support, state-of-the-art equipment, and seamless transfer pathways to John Jay College’s forensic science program.
- Funding from New York City and CUNY established a veterans’ center to provide an array of services for veterans, including personal and career counseling.
- Private foundation funding supported the creation of the Virtual Hospital in which nursing students operate in a safe “virtual” setting with high-tech simulation mannequins.
- New collaborations with four-year colleges and universities—with Hofstra University and York College—have been established through two grants from the NSF’s Advanced Technological Education (ATE) program.
- The U.S. Department of Education’s Minority Science and Engineering Improvement Program (MSEIP) funded a new program to recruit and provide underrepresented students with research opportunities across the sciences and faculty mentoring.

³⁸ See Appendix 2, Exhibits 5 & 6.

Technology Resources

QCC has extensively developed technology resources for administrative and academic purposes—the former under the auspices of IT (Information Technology), which is primarily concerned with technology infrastructure and administrative support services, and the latter under the auspices of the Academic Computing Center, which is primarily concerned with the Library, CETL, and the academic departments. IT administers the network resources, including an industrial quality faculty/staff and student email system. Decisions on network resource replacement are prioritized by the QCC network administrator, the vice president for Finance and Administration, and the director of Information Technology based on available resources like the operating budget, COMPACT, and capital grants from the University IT division. The campus network has been significantly improved over the past few years, keeping pace with advances, particularly in security application. A major update of the college network infrastructure has just been completed, and a second update is underway. Faculty and staff computers are upgraded regularly. The student technology fee refreshes computers in student laboratories on a four-year cycle, and computers retired are refurbished to replace older faculty computers. The core of the academic side of technology is the Academic Computing Center, which provides students and faculty with access to computers and has a classroom facility with a smart board and resources designed for workshop training in the instructional use of technology. The ACC supports the QCC web site and the Blackboard course management system.

The greatest need for technological resources for instructional purposes, at least in number of machines, is in the academic departments. In the Departments of Electrical and Computer Engineering Technology, Mechanical Engineering Technology and Design Drafting, Mathematics and Computer Science, and Business, students utilize technology to learn computer skills, while in other areas technology is primarily utilized to deliver course content. At QCC, students learn with technology in multiple ways: in-class presentations by instructors, data acquisition and analysis in the laboratory, simulation exercises in the laboratory and online, to name a few. Recent departmental acquisitions include ceiling-mounted projection systems for laboratory classrooms and integrated computer/podium system for some lecture classrooms.

The student technology fee was instituted by CUNY.³⁹ In response, the first Technology Plan was developed to identify and prioritize expenditures in the educational technologies consistent with the College's Strategic Plan. The plan emphasized the need for student access to computers through interdepartmental technology centers like the Academic Computing Center and the establishment of a campus-wide wireless network. The Plan was upgraded and expanded as the *2005-2009 Technology Plan* and developed to frame the College vision of technology and its relationship to the Mission and the Strategic Plan. The plan also offers a future view of the applications and challenges of technology. In addition, the plan calls for faculty development to encourage infusion of computer based technology into on-campus courses and the development of distance learning.

The *2003 Student Technology Fee Plan* was developed to allocate funds from the student technology fee. Of the approximately \$1.2 million collected each year, the plan establishes a four-year cycle for replacement of computers and related hardware at 50 percent of the yearly budget, while 10 percent is devoted to software. Special projects account for 30 percent of the budget, which is used for large one-time expenditures like outfitting classrooms with instructional technology. The remaining 10 percent for student development is unique at CUNY; it allows students to apply and/or hone their

³⁹ See Appendix 2, Exhibit 17.

technical skills at the college as paid Tech Fee interns.⁴⁰ The Tech Fee Committee meets several times a year to formulate the expenditure plan and review the year’s accomplishments and consists of the VP for Finance and Administration (chair), VP for Academic Affairs, executive director of IT, director of ACC, two (2) academic chairs, chair of Academic Senate Committee on Computer Resources, representatives from faculty, and four students. Based on the *Student Experience Survey*, which shows a dramatic increase from 10 percent (2003) to 72 percent (2006) on “Availability of classrooms equipped with educational technology” and “Classes that use educational technology such as blackboard and email,” the Technology Plan is shown to be highly effective.⁴¹ In the *2005-2009 Technology Plan*, the next phase of development, which addresses the need for assessment “to advance pedagogy and tools for effective student learning,” may be the most difficult to carry out.

Equipment and Facilities Resources

Facilities and Capital Planning

QCC has been able to obtain tens of millions of dollars in capital funding in recent years for several important projects, including renovations and modernizations of buildings, classrooms, laboratories, the computer center, and outdoor spaces as well as currently ongoing projects like a new Holocaust Resource Center and Archives and important campus electrical upgrades.

QCC owns 15 buildings, built between 1965 and 1983. The only exceptions are the Oakland Building, built in 1910 and later renovated to house the College’s Art Gallery and faculty/staff dining room facility, and a current renovation of the Administration Building, to house the new Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives. The campus is situated on beautifully landscaped grounds, totaling 37 acres and with buildings that are 555,591 NASF (Net Assignable Square Footage) and 915,030 GSF (Gross Square Footage). As of fall 2005, the student population had grown to 8,440 FTEs, exceeding its Master Plan projection. According to CUNY space guidelines this implies a needed NASF of 662,000; compared to our current NASF of 556,000 this is a significant shortfall. In addition, QCC’s buildings are aging, with no permanent buildings built since 1978, and the need to use three “temporary” buildings built in the 1960s and one built in 1983.⁴²

Capital budgeting at QCC is accomplished through the CUNY Master Plan. Once priorities are established in the college master plan, the president takes the college’s request to the CUNY administration, where a Master Capital Plan is prepared and submitted to the state and city government for consideration. While New York State assumes 100 percent responsibility for capital funding and operation of senior colleges, the City and the State of New York split the financial responsibility equally (50 percent each) for capital funding of the University’s six community colleges and Medgar Evers College. This can lead to budgetary problems: if either the City or State Government is unable to fund a project in a particular year, QCC’s funding from both is lost. Because of the intricacies of the state and city budgeting processes, QCC’s capital budget funds come from multiple sources (various state and city agencies) each year, often with appropriations well after the start of the fiscal year. Past budgeting shortfalls have led to QCC’s current assessed need of over \$230 million in maintenance and repairs. Although the process is still problematic, improvement is apparent from the relative stability and reliability in funding from the CUNY COMPACT.

⁴⁰ See Appendix 2, Exhibits 16-17.

⁴¹ See Appendix 2, Exhibit 19.

⁴² See Appendix 2, Exhibit 62, Buildings and Square Footage.

To alleviate this shortfall, QCC has long requested that a new instructional building be built on campus. As part of the plan, the current second-oldest building on campus, the Technology Building, would be demolished, eliminating its current heavy maintenance requirements and the last major non-wheelchair accessible space on campus. In light of the pressing need for a new building, the City and State appropriated \$20 million to fund the early stages of the new instructional building project; however, these funds were temporarily reallocated for to the campus electrical system to support current as well as future electricity needs. The current capital budget request does not ask for any money for the new instructional building until the 2010-2011 budget year. Since planning and building are expected to take at least 8 to 10 years, even if the proposed schedule is maintained, this will be the first non-temporary building at QCC in over 40 years.

Findings and Analysis

Equipment

Departments on campus have equipment acquisition and replacement processes and plans, including for educational equipment. As noted in the departmental Year-End Reports, provisions are also made for current and future technology changes. Changes in equipment always have a purpose or the goal of improving service or workflow. It was found that, as computers, copy machines, overhead projectors, video, audio, and other equipment become old and outdated, they are usually replaced in a timely manner by more up-to-date models. Through the Tech Fee Plan, every four years, old and outdated computer equipment has been replaced in departments—e.g., computers, printers, and scanners. Changes in equipment or facilities are continuously evaluated as part of the process. The departmental Year-end Reports revealed that specialized computer and technology equipment has also been routinely purchased with grant or individual departmental funds. Physically challenged equipment and facilities issues were addressed (e.g., Career Services in 2006-2007 obtained furniture for physically challenged students and corrals for Perfect Interview in the Career Resource Center).⁴³

Facilities

According to a draft of the *2008-2012 CUNY Master Plan*, which includes sections on facilities planning, CUNY plans on spending over \$1 billion on its campuses as part of the Capital improvement program. This includes upgrading, modernizing, and improving their facilities and in some cases providing funds for construction of new facilities. Facilities master planning involves a 10-year cycle. Capital projects involve analysis of space needs derived from current and projected enrollment at the College, inventory of current buildings, and space budgets based on CUNY Space Guidelines. All projects require approval and funding from CUNY and the State. It was unclear how much CUNY plans on spending on QCC's facilities.

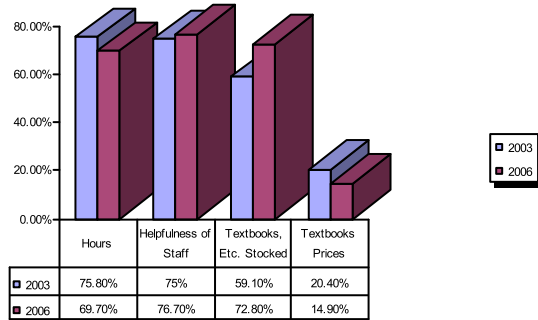
The Fall 2006 *Student Experience Survey (SES)* indicated lounge areas like the Student Union were very important or important to students: 72.8 percent in 2006 compared to 37 percent in 2003. Students were overall very satisfied or satisfied with the availability of student cafeterias (dining and eating facilities) and vending machines. Although there was a decrease from 69.1 percent in 2003 to 65.1 percent in 2006 with the satisfaction by students of the hours of the student cafeterias, there was a decrease in dissatisfaction with the hours in 2006 compared to 2003.⁴⁴

⁴³ See Appendix 2, Exhibit 22, Equipment Acquisition and Replacement Plans.

⁴⁴ See Appendix 2, Exhibit 55.

The current capital project to create a new central kitchen will likely improve both price and quality of food on campus by eliminating wasteful food transportation costs and allowing more space for food storage and preparation. Of the six CUNY community colleges, as of fall 2006, when it came to space for dining and eating facilities, QCC had the fifth largest amount of space (5,956 NASF). QCC also had the third largest number of student lounges.⁴⁵

Student Satisfaction with the Campus Bookstore
(Barnes & Noble)



The campus bookstore was rated satisfactory by students, including the location of the bookstore (75 percent). Satisfaction with the hours dropped between 2003 and 2006, while there was a small increase in satisfaction concerning the helpfulness of the bookstore staff. Dissatisfaction with the helpfulness of the bookstore staff decreased from 13.5 percent to 8.3 percent. Satisfaction with textbooks, materials, etc. stocked in the bookstore increased between 2003 and 2006. Satisfaction with prices of

textbooks in the bookstore dropped between 2003 and 2006, with most of the students dissatisfied or very dissatisfied with price. Since the publisher sets the price for books, not the bookstore, the College collects less commission to reduce the price to students. The bookstore also donates a copy of each required course textbook to the Library Reserve Desk. Special funds are set aside by the College and Library for the latter to purchase textbooks to be placed on Reserve. (Financial aid packages for some students include book vouchers to purchase the required textbooks for their courses.)

The 2006 *Student Engagement Survey (SES)* revealed that students were overall satisfied with security (65.5 percent), an increase by 7 percent from 58.7 percent in 2003.⁴⁶ In 2006-2007, Public Safety upgraded and installed a new CCTV system (cameras, receiving devices, and recorders) and a blue light emergency phone system in various insulated/low activity areas of campus. Bicycle patrols began in summer 2005. Plans for Security/Public Safety include providing a safe and secure environment for the entire campus community. Included were increases in manpower and equipment resources to allow for more efficient and timely responses to incidents and provide more proactive patrols and adequate resources for contingency situations. Their plans also included the development of a computerized incident reporting program to provide a database for retrieval of pertinent information. The *Public Safety Year-end Report 2006-2007* indicated that they are in need of a roll call/training room, an interview/processing room, additional office space for the assistant director and supervisors, and additional storage area for equipment and records that need be readily available.

Other information that the *SES* offers includes: 50.9 percent of students were satisfied with the cleanliness, maintenance, and supplies of the bathrooms on campus. Dissatisfaction with parking increased from 30.3 percent in 2003 to 39.8 percent in 2006. Satisfaction with Health Services was 48.7 percent in the 2006 *SES* and 48.6 percent in 2003. Dissatisfaction decreased from 26.8 percent in 2003 to 17.1 percent in 2006.⁴⁷ Recreation areas like the pool were very important or important to 62.9 percent of students. The RFK Gymnasium’s two medium-sized gyms and two smaller gyms were rated in “fair” condition in the “Inventory of Indoor Athletic and Recreational Facilities as of

⁴⁵ See Appendix 2, Exhibit 23.

⁴⁶ See Appendix 2, Exhibit 24.

⁴⁷ See Appendix 2, Exhibit 25.

fall 2006.”⁴⁸ According to the “Inventory,” only two CUNY swimming pools have a rating of fair; all others are rated good or excellent. For QCC’s Fitness Center, the restrooms and lockers are in “good” condition.⁴⁹ The College has 36.7 acres of land with 8.0 PE acres of outdoor athletic and recreational facilities. The outdoor Running Court (1/4 mile in length) was rated in “average” condition in the “Inventory.” Of the CUNY community colleges, only QCC has a handball court. With a seating capacity of 50, it was rated in “good” condition. Three of the CUNY community colleges have tennis courts. All were rated in “poor” condition in the CUNY “Inventory.” QCC and Bronx Community College both have outdoor basketball recreational facilities; QCC’s was rated in “good” condition, and Bronx in “fair” condition. QCC has four handball courts rated in “poor” condition.

Other findings about facilities include: The Mailroom was relocated to the Science Building in May 2007; their *2006-2007 Year-end Report* indicated a high level of services provided to the College.⁵⁰ According to the *2006 Student Satisfaction Survey*, 66.8 percent of students use public transportation to commute to the College compared to 2003 with 68.1 percent; satisfaction with the accessibility of public transportation to the College increased from 29.3 percent in 2003 to 46.7 percent in 2006. During 2005-2006, Telecommunications installed new state-of-the-art telephones to replace old units; during 2006-2007, they installed new Auto-Attendants and desktop faxing for several departments.

Weaknesses and/or Concerns

- The CUNY Master Plan does not adequately address emerging needs of the college in terms of infrastructure and new buildings. Electrical infrastructure, long known to be in serious need of upgrade, should ideally be provided for on a nonemergency basis.
- When funding is secured, the Academic Senate should form a committee to provide input for the planning of the new instructional building.

RECOMMENDATIONS

- To strengthen institutional renewal, the College Administration should explore additional avenues to generate participation in the development of the Strategic Plan.
- The strategic planning process should make more explicit use of the Year-end Reports and be more clearly connected to the Long-Term Planning Goals.
- Financial support for faculty professional development should be enhanced, especially with regard to travel expenses and conference fees.
- Institutionalize the Campus Learning Center under tax-levy funding.
- Invest in a comprehensive Facilities Master Plan provided by an external agency.

⁴⁸ See Appendix 2, Exhibit 64, CUNY *Significant Statistics*, Statistics 24-25.

⁴⁹ See Appendix 2, Exhibit 27.

⁵⁰ See Appendix 2, Exhibit 26.