

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Business and Public Administration

Coyote ID 000092533 David

Vasilia

dvasilia@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$13,336.00**FY 2014** 0.00**Proposal Category** College**PROPOSAL INFORMATION****Project Title:** Jack Brown Hall Computerized Instructional Lab Printers**Project Abstract**

This proposal is to replace the 7 year old printers in 8 of the Jack Brown Hall Computerized Instructional Labs. The actual rooms are JB 120, JB124, JB141, JB143, JB252, JB255, JB257, JB285. The printers in these rooms were all purchased at the same time and have exceeded their life expectancy in actual pages printed; all current printers are all past due for a \$300 (each) maintenance kit. Many of the printers are showing signs of wear and often times jam. These labs are very busy, some are used constantly during the quarter (8am - 10pm, Monday - Thursday), mainly by CBPA, but on occasion are used for new student recruitment / orientation such as ESM, SOAR...etc.

How many students will be impacted annually? 14,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

This proposal would increase student and faculty satisfaction in the impacted labs. An increase in the quality of the equipment would save time, make classes more efficient, thus reducing frustration levels over the current printing equipment. It is imperative (especially for recruiting) that we do our best to provide a perception of quality in the labs.

How will you measure whether the intended outcomes have been achieved?

The newer equipment should have (at least to the capacity of existing printers) technologies within them to detect error rates and report on those errors, the outcome will be assessed based on reporting technologies built into the printers and reported back to the lab manager through an email (similar to how it is now).

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 01/31/2013**End Date (MM/DD/YYYY)** 01/31/2014**First Quarter of Student Use**

Spring 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

Faculty from every department in CBPA has expressed concern at one time or another for the lack of quality with lab printers.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

<http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/12-fe10681f73106658ef7406a8c96bb6d7> JackBrownHallComputerized+Instructional+Labs+Printers

CONTACT INFORMATION

University Unit Campus Division Information Resources and Technology
Coyote ID 000006590 Charlie Tabbutt ctabbutt@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$41,250.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$41,250.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** CSUSB Mobile Apps**Project Abstract**

Currently, IRT, thru ACS supports 2 paid student positions, each quarter, during the Academic year, in coordination with CSE. In looking to expand the scope and involvement matching funds are sought to include more students and disciplines. To facilitate the ongoing maintenance of CSUSB Mobile Applications, in partnership with the School of Computer Science and Engineering, funding for 3 internships per quarter, including Summer Sessions will allow the University to support and continue to deploy mobile applications that enhance the CSUSB University experience for all Students, Faculty and Staff. The estimated costs for an Academic Year for the 3 positions is \$41,250.00, which will be matched with 3 positions from IRT. In coordination with CSE, Administrative Computing Services (ACS) has worked to create an infrastructure that supports the Academic development of mobile applications for CSUSB. With an estimated retail price that can approach \$30,000 per app, the 4 published apps, Android and Apple versions represent a potential retail value of \$120,000+.

How many students will be impacted annually? 8,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

It will provide a sustainable support structure to maintain, develop and enhance the mobile capabilities of the University in initiatives that are directly related to Student involvement, information exchange and provide a vehicle to address student academic development, in a deployed, production model, and help promote the public image of CSUSB. With the successes already in production and planning, the addition of 2 more internships (current 4 increased to 6) may also enhance the potential for generating new revenue streams as additional clients are engaged. The interns learn more about mobile technologies and languages used in developing mobile apps in addition to getting valuable experience in software engineering, software process, and the software life-cycle of software projects. These are important skills to have in order to find a full-time employment as a mobile developer when they graduate.

How will you measure whether the intended outcomes have been achieved?

Through the evaluation of the success of the Academic model by the College of Natural Sciences, the School of Computer Science and Engineering, and the guidance of Faculty, the success of the class projects and deliverables will be available for review on an ongoing basis. Current Status of Program (s): We currently have 4 published mobile app projects for use in campus: 1. CSUSB Mobile 2. TourCSUSB 3. CSUSB Library 4. CSUSB Recsports So far, we have received requests from clients on campus as well as outside of campus to develop mobile apps for them: 1. Water Resource Institute 2. Student Advising 3. Museum 4. Coyote Radio 5. Chancellor's Office 6. Sodexo

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/01/2013	End Date (MM/DD/YYYY)	06/30/2015	First Quarter of Student Use	Spring 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

IRT and ACS have the support and endorsement of Computer Science and Engineering. Dr. Arturo Concepcion, Dr. David Turner and Dr. Kerstin Voigt. The positive benefits to our students and our University in providing mobile applications designed, built and maintained by students for students have demonstrated a positive atmosphere of collaboration.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Administrative Computing Services	\$20,625.00	Common Management Systems	\$20,625.00

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/11-8f8de5a39d0c6cb6cad2257e250dd828_CSUSB_Mobile_Apps_Budget_Template_21.xlsx

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Business and Public Administration
Coyote ID 000060384 Bill Herbert wherbert@csusb.edu

Student Organization Name

Funding Year Two Years FY 2012 - 2014

AMOUNT REQUESTED

FY 2013 \$70,000.00 **FY 2012/2013 or 2013/2014** 0.00 **FY 2014** \$65,000.00 **Proposal Category** General

PROPOSAL INFORMATION

Project Title: Campus Cloud

Project Abstract

With an intuitive and powerful way to share content and enable collaborative learning. Specifically, Box has the ability to empower students, educators and administrators to easily access and share materials and best practices. Classrooms are beginning to implement Box to allow students and professors to collaborate in a single online work environment. This allows educators to quickly and easily access the work that students are completing and offer feedback. Departments and teams use Box to share and collaborate on files with colleagues, while providing IT with a secure solution to house important content. Furthermore, Box is a tool that is easy to use and easily adoptable by students, staff and faculty. Box will also allow for storage in the cloud for student and faculty, thus allowing for ease of access to all documents and files.

How many students will be impacted annually? 16,000

What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?

Student and Faculty will no longer have to worry about which file they have on their flash drive, or have to email themselves files that they might need access to. If the campus is closed and they want to retrieve a file they can simply login to a web site and get it. Student will now be able to work on homework files anywhere and not have to worry about where their files are located. Faculty can collaborate with students with ease. Student and faculty will have access with their mobile devices; with the Camus cloud app they gain access to their files with all mobile devices.

How will you measure whether the intended outcomes have been achieved?

To measure the outcome we can track storage size and logins for all students and faculty.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 09/19/2013 **End Date (MM/DD/YYYY)** 09/19/2015 **First Quarter of Student Use** Fall 2014

PROJECT COLLABORATION

Statements of support by collaborating organization(s) or department(s) (if applicable)

This will be a campus wide project that will require the assistants of several technicians. James Macdonell, Edward Szumski, Dave Hatch, David Nimri, have all agreed to assist on this project

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

<http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/35-b92aa69dc4fbf8152130ad726864f5ce Budget Template 21.xls>

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Business and Public Administration

Coyote ID 000019031 Ian

Jacobs

ijacobs@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$28,000.00**FY 2014** 0.00**Proposal Category** College**PROPOSAL INFORMATION****Project Title:** Jack Brown Open Lab Monitor replacement**Project Abstract**

The Jack Brown computer open computer lab is open 7 days a week. The current monitors are 17 inch. The replacement monitors will be 22 inch. The larger monitor will give the student a better experience by giving them a larger workspace to use. Students will be able to see current information better and provide the ability to open some documents side by side. This will also support the new equipment (VDI desktops) that was purchased last year with VITAL monies.

How many students will be impacted annually? 14,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

This proposal would increase student satisfaction using the open lab. Students will have more workspace to work with. An increase in the quality of the equipment would reduce frustration levels over the current size monitor. It is imperative (especially for recruiting) that we do our best to provide a perception of quality in the labs.

How will you measure whether the intended outcomes have been achieved?

It is anticipated that fewer complaints (mostly verbal) will be heard about the current monitors installed. The performance of the VDI equipment is performing as expected, but the monitor size will give the students a better experience.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 06/15/2013**End Date (MM/DD/YYYY)** 09/20/2013**First Quarter of Student Use**

Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

The College of Business and Public Administration will provide the support for this project. All students on campus who are taking classes in Jack Brown Hall will benefit by the improved equipment in the open computer lab.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/11-1ea6b28ca4c266622d74cdd57593d544_JackBrownHallComputerized+Instructional+Labs+Monito

CONTACT INFORMATION**University Unit** Palm Desert Campus (PDC)**Coyote ID** 000013038 Joe Scarcella jscarcel@csusb.edu**Student Organization Name****Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$21,054.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$9,854.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Distance Learning Enhancement and Accessories**Project Abstract**

PDC's distance learning infrastructure is aging; newer hardware and software are required to meet the demands of bandwidth, facility management, and capacity. As the campus continues to grow, PDC must maintain its distance learning instructional equipment in labs. Upgrades and new distance learning equipment and accessories are necessary and needed at the Palm Desert Campus (PDC). The newer equipment will replace older outdated analog equipment and accessories with up-to-date High Definition equipment, encouraging student enrichment and academic achievement. Keeping our students up-to-date with current distance learning technology is imperative to PDC's success. Arguably, student satisfaction whether adult or traditional, expect that the technology used at their university of study, exceed the technology used in their personal home life or workplace. We believe learner success will be enhanced by this upgrade of our distance learning transmission systems. It should be noted, the original planning for course offerings for the Coachella Valley was that up to one-third of courses would be delivered by television from the San Bernardino campus. The original delivery mode was line-of-sight transmission which was interrupted on windy days when palm trees obstructed the signal. In later years the delivery mode was upgraded to internet-band and became more reliable. Over the years some courses were changed to on-line courses and PDC became the originating campus for some classes sent to San Bernardino.

How many students will be impacted annually? 1,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

PDC distance learning operations and student learning development outcomes will be increased student use of services and satisfaction. Student success, access, and academic achievement will be improved by providing enhanced and updated distance learning opportunities.

How will you measure whether the intended outcomes have been achieved?

PDC encourages distance learning and has successfully provided sound educational practices to outreach areas through online teaching modalities. Student success, access, and academic achievement will be improved by providing enhanced and updated distance learning opportunities.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	05/31/2013	End Date (MM/DD/YYYY)	11/30/2013	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

PDC operating funds are a part of Academic Affairs budget. There are currently no funds available for equipment purchases.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/35-0b33ebc37cd0cd808338a82f725322cb_Budget+1+of+3.xlsx

CONTACT INFORMATION**University Unit** Palm Desert Campus (PDC)**Coyote ID** 000013038 Joe Scarcella jscarcel@csusb.edu**Student Organization Name****Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$13,200.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$13,200.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Computer Lab Upgrades**Project Abstract**

Upgrade and newer computer equipment is necessary and needed at the Palm Desert Campus (PDC). The computer labs, Roger Gateway Building, rooms 109 and 215, are outdated and obsolete and will not meet the demand of more than 100 new freshmen and 1,000 returning students enrolled in fall of 2013. As such, PDC submits this proposal for 24 new computers (12 computers 2012-13 and 12 computers 2013-14). The new equipment will replace older and outdated computers, encouraging student enrichment and academic achievement.

How many students will be impacted annually? 1,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

PDC operational and student learning development outcomes will be increased student use of services and satisfaction. Student success, access, and academic achievement will be improved by providing enhanced and updated distance learning opportunities.

How will you measure whether the intended outcomes have been achieved?

This technology enhancement will enhance their ability to stay ahead of their studies, encouraging and supporting student success. Student success will be measured by the computer labs usage. In the interim, until a swipe card system can be implemented, student logs will be stationed in the classrooms for monitoring the number of students using the computer labs.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	05/31/2013	End Date (MM/DD/YYYY)	11/30/2013	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable).**

PDC operating funds are a part of Academic Affairs budget. There are currently no funds available for equipment purchases.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/13-600db467cf8e0401175cf6a4e35077a1_Budget+2+of+3.xlsx

CONTACT INFORMATION**University Unit** Palm Desert Campus (PDC)**Coyote ID** 000013038 Joe Scarcella jscarcel@csusb.edu**Student Organization Name****Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$9,007.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Bridging the Digital Divide with Charging Stations and iPads**Project Abstract**

Palm Desert Campus (PDC) will enroll more than 100 new freshmen in pursuit of a bachelor's degree in addition to serving over 1,000 students already enrolled on campus. Plans and events are currently underway to develop new traditions and a student culture for retaining and attracting new students through innovation. As such, PDC submits this proposal for 10 charging stations to be strategically located throughout its three building, and 10 iPads for the Helene A. Hixon Information Resource Center Library. Charging stations and iPads will definitely contribute to the campus academic environment, developing a high-tech environment, and encourage student enrichment and academic achievement. Students will no longer have to sit on floors with power cords running amok and causing trip hazards. Students will be able to check out iPads at the library 24/7 learning. Moreover, PDC wants to encourage a positive, supportive, friendly, and inviting environment for all. This initiative for the students, to enhance Student Union and Associated Student, Inc (ASI) activities, and encourage collaboration and camaraderie amongst the student body population, academic disciplines, and others engaged in activities at the PDC campus. PDC wants students to feel at home as its hallways should be a exciting place, where students not only can charge electronic devices, but socialize and study, and interact.

How many students will be impacted annually? 1,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

PDC operationsal and student learning development outcomes will be increased student use of services and satisfaction. Student success, access, and academic achievement will be improved by providing enhanced and updated distance learning opportunities.

How will you measure whether the intended outcomes have been achieved?

Student success academic achievement will be improved by providing digital electrical recharging via the charging station in any of the three buildings at PDC. They will feel secure knowing their electronic devices can be charged on campus. This will allow the students more flexibility and less worry knowing as their devices will always be ready for communication, research, and desktop activities for improved academic success. Moreover, students without iPads, will be able to check them out. This will keep them up-to-date with current information technology; ultimately increasing student morale and feeling of belongingness, and contributing to individual overall academic success which will indeed make them more marketable for careers after graduation. These charging stations and iPad provide options for students and ability to stay ahead of their studies, encouraging and supporting student success. Student success will be measured by the computer labs usage. In the interim, until a swipe card system can be implemented, student logs will be stationed in the classrooms for monitoring the number of students using the computer labs. iPads usage will be measured by maintaining a student logs and the number of times iPads are check-out.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	05/01/2013	End Date (MM/DD/YYYY)	11/30/2013	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

PDC operating funds are a part of Academic Affairs budget. There are currently no funds available for equipment purchases.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/13-f67ee8b386cb2c2f39efccbc1305a3ca_Budget+3+of+3.xlsx

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Natural Sciences
Coyote ID 000018225 Peter Williams pwilliam@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$8,290.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$8,290.00	Proposal Category	College
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PROPOSAL INFORMATION**Project Title:** Maple - math software license**Project Abstract**

Maple is a computer algebra package used primarily in a sophomore math class where it is introduced to students. It is also assumed in higher level classes such as linear algebra, modelling, and numerical analysis.

How many students will be impacted annually? 105**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Students will be exposed to a high level computer algebra package which can be used at all levels of their undergraduate degree in math and later on in the workforce.

How will you measure whether the intended outcomes have been achieved?

Students will be graded on the work in the introductory class that primarily uses Maple.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	09/23/2013	End Date (MM/DD/YYYY)	06/18/2013	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

N/A

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/54-0a81c9ec7ed68cfa0b648eb82d8445ff Budget_VitalTechnology_Math_2013.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs Center for International Studies and Programs
Coyote ID 000023750 Rueyling Chuang rchuang@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$30,330.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$11,856.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Tutorial Videos and Interactive Orientations to Enhance Student Learning and Retention**Project Abstract**

This project seeks to enhance resources for minority, immigrant, international, and hearing-impaired students by creating orientation and advising tutorials in video and Macromedia flash formats geared to their specific needs. It will improve access to advising materials across different departments and divisions. It will also increase student success in the areas of retention and graduation. Phase I will produce a series of original tutorials for newly admitted students as well as adding captions to existing tutorials. Phase II will expand these tutorials by providing hands-on interactive trainings and orientations specifically designed to assist students in overcoming language or cultural barriers that could impede their academic success. These materials for orientations and advising will expand tutorial materials currently posted on the MyCoyote eHelp Center and, Advising and Academic Services website. Adding captions in English and other languages will increase accessibility for immigrants, international students and the hearing-impaired. In addition to using technology to serve students by posting the tutorials on YouTube, campus websites and "elearning" platforms such as Articulate and improving matriculation processes, this project offers TV and video production classes and provides the opportunity to use high-tech equipment to produce the videos. Since this project involves many different divisions, such as the Center for International Studies and Programs, Communication Studies, the SAIL Program, Advising and Academic Services, Administrative Computing Services (ACS), and Records, Registration and Evaluation, its impact will be felt across the campus. Implementation is already underway and commitments have been received from various departments and programs.

How many students will be impacted annually? 9,400**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

This project will create eight orientation and advising tutorials in video and Macromedia flash formats to meet the needs of minority, immigrant, international, and hearing-impaired students. We will consult with Administrative Computing Services to develop materials and work with RRE on accuracy and maintaining consistency. Students in Communication Studies production classes will produce the tutorials. In addition to addressing the needs of CSUSB's approximately 800 international students, this project will benefit the campus community more broadly. The tutorials will help the 400 students served by SAIL, more than 8,000 assisted by Advising and Academic Services and hearing-impaired students. In addition, the production experience will benefit students in Communication Studies production classes. Thus the project will provide services to more than 9,400 CSUSB students. For incoming international students, tutorial videos will explain how to obtain a student visa. The tutorial in Macromedia Flash format on the "new student checklist" will include information on how to lift ELM and EPT registration holds. The interactive training sessions will go beyond viewing documents and watching tutorials. Students will have access to tutorials focused on registration, study/life skills, and proper academic citation, etc. Students who watch the tutorials and attend our interactive orientations will have a better understanding of the campus matriculation procedures. These new skills will produce behavioral changes such as students making faster progress toward a degree by learning how to interpret a PAWS report and construct effective academic learning plans. Their increased knowledge and comfort level will increase retention and graduation rates.

How will you measure whether the intended outcomes have been achieved?

The outcome will be measured by using summative and formative data which will include how many tutorials we produce and interactive orientations we conduct as well as student usage of these resources. At each visit to our center, students will sign in on our screen creating a cumulative record of attendance. At orientations and training sessions, in addition to measuring attendance, we will distribute a survey with both open-ended and close-ended questions to solicit students' feedback. We will also monitor how many watch the advising tutorials and obtain their responses to them. Students' feedback will be gathered by using a survey tool such as Survey Gizmo. For the tutorials on the web, we will record how many times the site has been visited. The data will be analyzed to gauge the effectiveness of the tutorials and orientations. Tutorial contents will be adjusted accordingly.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/01/2013	End Date (MM/DD/YYYY)	04/01/2015	First Quarter of Student Use	Summer 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

1. Statement of Support from Dr. Jenny Zorn, Associate Provost for Academic and International Programs: "Good and yes." 2. Statement of Support from Mr. Raymond Navarro, Director, Advising & Academic Services: "Yes. I think that would work well for all of our offices concerned. Contact Eloise Warnell in our office and she will work with you as our representative for this proposal with you." 3. Statement of Support from Ms. Grace Dempsey, Director of Records, Registration and Evaluations (RRE): "I think this is a good project and Yes, RRE is willing to collaborate with the International Center to produce these videos. I am also cc'ing Bea Larez on this request because her unit will also be involved." 4. Statement of Support from Mr. Charlie Tabbut, Director of Administrative Computing Services(ACS): "Yes, ACS will be prepared to assist you in working to develop materials for your students. Additionally we will help coordinate with ASR and RRE on working to maintain consistency." 5. Statement of Support from Dr. Michael Salvador, Department Chair of Communication Studies: "I am writing to verify that Dr. Chuang has worked closely with the Department of Communication Studies in developing her proposal and identifying the appropriate video equipment to acquire. Furthermore, our department is interested and willing to collaborate with the Center for International Studies and Programs in producing the videos as detailed in the proposal. This project would be of benefit to advanced production students in our department. Additionally, the cameras would have multiple uses and benefits to students in our department and other departments in the CAL for several years to come." 6. Statement of Support from Ms. Debbie Flores, Director of Student Assistance in Learning (SAIL): "Thank you so much for contacting me and for your kind words. The endeavor that you are undertaking is an exciting and important one that will greatly benefit the international, domestic and special needs students at CSUSB. SAIL, a federally funded TRIO Student Support Services grant, serves undergraduate students who are citizens or permanent residents who fall into one of three categories: first generation, low income or disabled. The goals you have outlined are ones that are very important to our staff as we attempt to assist our students in making a positive transtion to the univesity and to become better informed regarding campus policies, procedures and resources. I know that the SAIL staff would welcome the opportunity to provide feedback on the material that would be developed through your technology proposal. If you have not already had the opportunity to do so, I would like to recommend that you also contact Ray Navarro, Director of Advising and Academic Services. His staff has developed an orientation video that touches on many these topics, and it might be a helpful resource for you. Ray also recently established the University Academic Advising Council to to encourage students to take advantage of advising services as well as to provide a forum for discussion and sharing among CSUSB's faculty and staff advisors . As part of this endeavor, one of Ray's staff members, Ebony Staten, has created a very helpful advising web site: <http://advising.csusb.edu/> for the campus. I know that Ebony would welcome the addition of the type of tutorial videos you are recommending. I wish you the very best on your proposal."

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Center for International Studies and Programs	56 (for student a		

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/35-9d96face8c31298b97c883f4c23277bb_CISP+Vital+Tech+budget.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Arts and Letters
Coyote ID 004508100 Michael Salvador salvador@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$38,820.00	FY 2014	0.00	Proposal Category	College
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PROPOSAL INFORMATION**Project Title:** Digital Communication Lab**Project Abstract**

The Department of Communication Studies seeks to offer students the most current education and instructional technology available and the best practices from the communication industries of today, but we are severely constrained, and our students' experience is diminished because of obsolete equipment. We are applying for vital technology funds to purchase 40 Dell OptiPlex computers. These computers have the processing capabilities necessary to handle the latest programs and content that are critical for success in the communication industries. The computers in our main Communication Studies lab (UH 038) are 7 years old, with extremely limited and outdated capabilities. After thousands of hours of use they are frequently breaking down. Purchase of these computers will have an immediate and direct impact on student experience and future professional success. We have selected computers that have the needed specifications, but without unnecessary frills, so that they are very reasonably priced: \$970.50 each (including monitor) for \$38,820 total. This investment will keep thousands of students engaged with the relevant and current strategies and techniques utilized in the communication industries for the next five years.

How many students will be impacted annually? 600**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

1. Students will have enhanced experience with latest digital technology. The current programs and graphic content required for successful student achievement require significantly upgraded computers. 2. Students better prepared for careers in the communication industries of today. Student success in securing employment and achieving success in the communication industries demands that our classes keep pace with the latest digital technologies. 3. Students access to latest new media strategies and tactics in the areas of journalism, public relations, mass communication. If students are to graduate with an up-to-date understanding of the techniques used in today's world they must not be limited by severely outdated technology in their classes. 4. Students will have enhanced access to digital technology and web content for use in all Communication Studies courses. The latest content and materials available on the web require computers powerful enough to efficiently process large amounts of data. 5. Increase the number of courses and students utilizing the lab. Courses are limited by the number of functional computers available in the lab. Currently, some of our larger courses that could make use of the lab are not able to do so because of dysfunctional and outdated systems. 6. Increase campus-wide access to the lab. The department has shared the lab with other units on campus in the past, but because of the outdated technology, this is occurring less and less. With new computers the department would offer the lab for campus-wide use during targeted non-class hours.

How will you measure whether the intended outcomes have been achieved?

Three targeted outcome assessment processes will be utilized. First, Communication Studies students currently complete a senior portfolio as part of our ongoing curricular assessment. These portfolios include work from a number of classes, including those dealing with digital technology. We will utilize these portfolios to track student experience with and understanding of digital communication technologies. This assessment will allow us to be strategic in our use of the lab to effectively educate our students and prepare them for professional success. Second, we will use the SOTE process to seek feedback on student experiences and utilize this information in making the best use of lab facilities. Third, we will track course scheduling and student usage data to ensure that we are maximizing utilization and access to the lab.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/01/2013	End Date (MM/DD/YYYY)	09/15/2013	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

MEMO From: Ahlam Muhtaseb, Mihaela Popescu, Jim Smart, Donna Cooley To: Michael Salvador, Chair, Communication Studies Re: UH 038 Computer Lab January 17th, 2013 As instructors who regularly utilize the UH 038 computer lab, we wish to document the ongoing limitations and defects of the computers now in use. 1. The computers are outdated and have been used beyond their expected lifetime. 2. The processing capacity of the computers is far too slow to effectively run the current programs and/or download content that is central to the students' learning and professional preparation. 3. The memory capacity of the computers is far too small to effectively run the current programs that are central to the students' learning and professional preparation. 4. Many of computers are recurrently out of use because of the thousands of hours they have been operated over the past seven years. 5. We are unable to utilize the most up-to-date instructional methods and technologies because of these severe computer limitations. 6. New computers will immediately and directly enhance the student learning experience, professional preparation, and success in the job market.

The following information was provided by the college of Arts And Letters IT staff. It indicates that recommended specifications for up-to-date computers are 10 times faster in processing speed with 8 times the RAM capacity and total memory capacity. The latest instructional methods and programs demand this level of performance: From: Ken Han <khan@csusb.edu> Date: Wed, 16 Jan 2013 12:02:16 -0800 To: Michael Salvador <salvador@csusb.edu> Subject: Fwd: Re: Uh 038 The specs of the computers in UH038: □ 6 years 9 month old □ Processor: Intel® Pentium® 4 CPU 3.40GHz □ RAM: 1.00GB □ Hard Drive: 80 GB □ Total # of Stations: 38 Recommended Specs: Same as Chronicles new computers (Dell GX990) □ Processor: Intel i7 Quad Core □ RAM: 8GB □ HDD: 1TB □ Ken Han Information Technology Consultant College of Arts and Letters California State University San Bernardino Phone: 909-537-7598 Room: UH-047A On 1/15/2013 5:34 PM, Michael Salvador wrote: Ken, Can you tell me how old the equipment is in UH 038? I would like to submit a vital technology grant to have them replaced. Any other supportive information you could provide would be appreciated! If we were to replace them, what type of computer would you recommend?

Michael Salvador, Professor and Chair Department of Communication Studies Here is a current example of how we offer the lab for campus-wide use (i.e. English, SOAR, International Programs, College Assessment): From: Linda Sand <lsand@csusb.edu> Date: Thu, 17 Jan 2013 13:21:35 -0800 To: Sarah Brewer <sbrewer@csusb.edu> Cc: Michael Salvador <salvador@csusb.edu> Subject: Re: Use of Communication Studies Computer Lab (038) March 2 & 9 Hi Sarah, Thank you for the recap. I'm putting it on my calendar now. Also, cc'ing Dr. Salvador so he is aware of our lab loan. Linda On 1/17/2013 12:39 PM, Sarah Brewer wrote: Hi Linda, Thank you so much for your willingness to allow the Testing Office to use Communication Studies' computer lab on March 2 and March 9 for the Collegiate Learning Assessment. I anticipate that we will use the lab from 8:00 am - 2:00 pm on both days. I will come pick up the key from you on Friday afternoon, and will return it to you first thing Monday morning. Please let me know if you have any questions or concerns. Kind Regards, Sarah Brewer Test Officer

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Department	Up to \$5000		

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/11-0e0a57d459c65a9c46cbdad157d94e89_Budget_Template_21.xls

CONTACT INFORMATION

University Unit Campus Division Student Affairs
Coyote ID 004479539 Marcelle Daniels daniels@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$14,910.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Coyote Computer Command Center**Project Abstract**

The Veterans Success Center (VSC) serves 343 culturally diverse student veterans and 163 dependents. Many CSUSB veterans because of the trauma associated with their military combat experience are at risk of academic failure. Some of the identified needs/risk factors for students veterans are: suicide attempt(s); stigma regarding treatment of mental health issues; symptoms of Posttraumatic Stress Disorder (PTSD); re-experiencing of combat related trauma; avoidance and emotional numbing; substance abuse; Traumatic Brain Injury (TBI); multiple deployments; significant physical injuries; sleep disturbances; trouble with intimate relationships; difficulty concentrating; survivor guilt; alienation and/or isolation; and academic difficulties. In order to reduce student veterans "risk factors" and promote student achievement and social success, the VSC is seeking funds to implement a Coyote Computer Command Center. If funded, this grant will allow the VSC to offer our students an expanded "menu" of learning opportunities in a safe environment that will improve their academic achievement and enhance their mental and social well-being. The VSC is requesting \$14,910.00 to fund the following technology: assistive technology software, an additional computer station (computer, monitor, adjustable table, and chair), two laptops, a color laser printer with scanner, and five Texas Instrument Scientific calculators. At present, the VSC has very limited technological resources to assist vets. We serve a broad array of student veterans and dependents –undergraduate through graduate. The VSC has only three computer stations and one color laser printer which do not meet current demand. Furthermore, the center lacks the software necessary to allow disabled student participation.

How many students will be impacted annually? 506**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Operational Outcome 1.1: Through strategic operations with other post-secondary institutions and community partners, the VSC will provide greater access to learning opportunities and programs for student veterans. Operational Outcome 1.2: By sharing event costs with partners, the VSC will achieve cost savings that contribute to sustainable operations. Operational Outcome 2: Student veterans will experience a high quality of service from CSUSB veteran-dedicated staff. Operational Outcome 3.1: The VSC will increase faculty and staff awareness of student veteran issues. Operational Outcome 3.2: The VSC will help to improve the image of U.S. military veterans on the CSUSB campus. Operational Outcome 3.3: The VSC advisory board will be more responsive to student veterans' issues. Operational Outcome 4: A majority of students surveyed will report that they are satisfied or very satisfied with the VSC. Student Leadership and Development (SLD) Outcome 1: Students will demonstrate the ability to locate CSUSB policies, procedures and resources that are pertinent to their university concerns. SLD Outcome 2: Student veterans who receive assistance from the VSC will exhibit self-reliant behavior in the university environment. SLD Outcome 3.1: Student veterans demonstrate increased campus engagement by attending VSC-sponsored events. SLD Outcome 3.2: Student veterans will demonstrate increased campus engagement by attending campus events and by participating in clubs and activities.

How will you measure whether the intended outcomes have been achieved?

Operational Measurement 1.1: The VSC will partner with post-secondary institutions and community partners to conduct a region wide needs assessment of student veterans. Operational Measurement 1.2: The VSC will measure total event costs in relation to the VSC portion to determine cost savings. Operational Measurement 2.1: The minutes will be analyzed to determine if recommendations to improve the quality of services have been adopted by veteran-dedicated staff. Operational Measurement 2.2: The VSC will measure CSUSB veteran-dedicated staff in attendance. Operational Measurement 2.3: The VSC will administer a post-satisfaction survey (to be developed). Operational Measurement 3.1: Annually, CSUSB faculty and staff are surveyed to determine their level of awareness of student veteran issues (to be developed). Operational Measurement 3.2: A poll will be placed on OrgSync to capture student perceptions of U.S. military veterans. Operational Measurement 3.3: Advisory board minutes will be analyzed to count the number of issues that are addressed by the VSC Advisory Board. Operational Measurement 4: The VSC staff will survey student veterans that receive assistance through the center or attend VSC-sponsored events. Student Leadership and Development (SLD) Measurement 1.1: The VSC will administer a survey to student veterans using a pre- and post-test design to determine their knowledge of key campus policies and procedures and awareness of the availability of campus resources. SLD Measurement 1.2: A pre- and post-test will be included in the campus resource guide to capture student knowledge of campus resources. SLD Measurement 2.1: Beginning January 3, 2013, The VSC will track assistance requests and student follow thru on referrals through the VSC's tickler system. SLD Measurement 2.2: The VSC will measure attendance at veteran advising events and administer a post-satisfaction survey. SLD Measurement 3.1.1 and 3.1.2: Through OrgSync, the VSC will determine the number of student veterans that attended a VSC-sponsored campus event. SLD Measurement 3.2: Through OrgSync, the VSC will determine the number of student veterans that attended a campus event, held membership in student clubs, or engaged in other student activities.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 03/4/2013 End Date (MM/DD/YYYY) 06/28/2013 First Quarter of Student Use Summer 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

SVO Statement of Support The Student Veterans Organization strongly supports the Veterans Success Center's application for a SSI technology grant. The addition of a computer station and two laptops will greatly help reduce overcrowding and waiting times for students needing computer access. Moreover, the implementation of assistive technology will enable physically challenged veterans equal access to the resources provided to their counterparts. Though we already have many disabled student veterans, we are preparing for the severally disabled that need more assistance in order to help them succeed. Many of our veterans have families and are impacted by economic limitations so purchasing items such as scientific calculators can be problematic. Having these items available for use at the Veterans Success Center would offer another tool to ensure our student veterans' academic success. In closing, the VSC is the home of the Student Veterans Organization and as such the implementation of the Coyote Computer Command Center with expanded services, would greatly benefit our members in strategizing, researching, and planning our activities. It took such a long time to establish a Veterans Success Center and we are grateful, but we hope that your will support this request so that we can purchase the technology to make our center truly functional for all CSUSB student veterans. -Joseph Moseley President Student Veterans Organization

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

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CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Social Behavioral Sciences

Coyote ID 000062659 Laurie

Smith

lasmith@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$16,110.00**FY 2014** 0.00**Proposal Category**

College

PROPOSAL INFORMATION**Project Title:****Student Access to Streamed Counseling and Therapy Videos****Project Abstract**

This project would provide social work students and faculty instant Internet access to high quality, searchable, ADA compliant videos on counseling and therapy techniques for three years (with a one-time payment). The videos demonstrate everything from beginning interviewing techniques to how practitioners implement various intervention theories with diverse individuals, groups and families. Seeing skills implemented is essential to learning. Faculty have reviewed and recommend this resource. Checking out a video from the small selection at the library is outdated and severely limits access. Existing videos may not be ADA compliant and conversion is costly and time consuming. Student learning will be enhanced when skills shown in class can be accessed later for review. Learning will also be enhanced by assigning videos as homework for analysis or discussion in a later class. For courses that are online or hybrid, this is an ideal way to provide rich learning resources to students. The CSUSB library is willing to be the portal for these videos, but they lack funds for the license. Library staff obtained a quote and indicated the supplier would give a discount for a three year license. With three years pre-paid, we have time to obtain alternative funding for when the license expires. Distributed through the library portal, the videos would be available to students and faculty in psychology, other units teaching counseling and therapy, or any interested students. The access will continue for three years, increasing the numbers of students impacted.

How many students will be impacted annually?

1,703

What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?

Among other student learning and development outcomes, students in social work programs are expected to attain observable competencies in direct practice skills with individuals, groups and families. There are skills for each phase of client work: beginning engagement skills, treatment planning skills, treatment evaluation skills and termination skills. These vary somewhat by different theoretical perspectives and client groups. Students learn about these skills from their instructors but they need to see these skills used to really understand how to emulate them. These skills are defined in course syllabi and they are delineated in each student's "learning plan agreement" which is used to structure their learning in their field placement. Students are tested on their knowledge of these skills in class and are rated on their ability to perform these skills in the field.

How will you measure whether the intended outcomes have been achieved?

First, research on the use of these same videos has already proven their positive impact on student learning (see Coe Regan, J.R. & Youn, E.J. (2008). Past, present and future trends in teaching clinical skills through web-based learning environments. Journal of Social Work Education, 44(2), 95-115.) Second, each year we conduct outcomes assessments on skill attainment with students through self-administered satisfaction surveys, self-administered skill assessments, and assessments from supervisors in their field placements on items on their learning plan agreements. These are all quantitative measures and we will examine them for positive change in items related to these direct practice skills. In addition, I attend one session of each student's classes each year and gather information about students perceptions of the program. I will include questions about the use and impact of these resources at the end of each year in which they are implemented. Please keep in mind that this is a three-year license and so will impact many hundreds of students over that time. Finally, the library is able to track usage of these videos and we will know how well utilized they are. We intend to publicize their availability to all potential users on campus through email messages and personal communication such as at college chair's meetings and the quarterly newsletter I do for MSW students. We will be able to supply a very detailed report on the impact of these videos. We expect the students are going to enjoy and learn a lot from as they have already been tested and found to be effective. We would love for our students (and all students at CSUSB) to have access to this proven technology. I hope you are able to support this proposal that will provide a high quality resource that is easily accessible to all students and will be fully usable to students with disabilities.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 08/01/2013**End Date (MM/DD/YYYY)**

08/01/2016

First Quarter of Student Use

Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

We are collaborating with CSUSB library staff (Stacy Magedanz) who has supported us in getting quotes for the videos, setting up trial access and offering to be the point of distribution for the videos so that all students and faculty will have access at all time to the material. The following statement was copied and pasted from an email from the Chair or the Psychology Department, Dr. Robert Ricco. "This series of counseling videos would be of significant benefit to the Psychology programs – both graduate and undergraduate. They are especially relevant to our Clinical/Counseling Psychology M.S. students and to our undergraduate Psychology and Human Development majors who are pursuing a ‘clinical track’. These materials would be used in clinically oriented courses such as Introduction to Psychotherapy and Advanced Seminar in Clinical Psychology." Bob Robert Ricco, Ph.D. Professor and Chair, Psychology and Human Development California State University

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Endorsement: Dean Nassar		Endorsement: Chair Ricco (psychology)	
Endorsement: CSUSB Library			

BUDGET FILE LINK

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CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Education
Coyote ID 000008683 Joseph Jesunathadas jjesunat@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013		FY 2012/2013 or 2013/2014		FY 2014		Proposal Category	
0.00		\$25,000.00		0.00		College	

PROPOSAL INFORMATION**Project Title:** Integrative Technologies to Support the Next Generation of Academic Standards**Project Abstract**

We propose to equip three teaching methods/instructional labs with interactive SMART® boards and document cameras (<http://smarttech.com/us>.) Additionally, a portable SMART board and document camera will provide wider access to the technologies. The goal is to prepare teacher candidates and graduate students to use interactive technologies for teaching and learning that are compatible with how 21st century students learn and interact with content. SMART® technologies are most suited for K-12 education, most commonly found in the schools, and geared toward collaborative inquiry. SMART board engineers designed their technologies to meet the developmental and curriculum needs of K-12 students, and the instructional needs of teachers. They provide a range of virtual manipulatives and lesson templates. Existing College of Education (COE) technologies have limited interactive capabilities and are not compatible with technologies used in the public schools. Our teachers leave us without the knowledge and skills to use interactive tools that are now standard pieces of technology in the public schools. Without appropriate technologies in our classrooms/labs CSUSB instructors are put at a great disadvantage in preparing effective teachers. It is imperative that COE instructors have access to functional and state-of-the-art technologies to prepare teachers to effectively implement the K-12 math and science curriculum standards. These new standards demand the use of computer technologies for teaching, learning and assessment. With SMART's interactive boards, document cameras and accompanying software our classrooms/labs will become hubs of inquiry, discovery and collaboration that will inspire all students to explore and learn in ways most suited to them.

How many students will be impacted annually? 300**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

This project will produce a number of measurable outcomes among our teacher credential candidates and graduate students. Most importantly the outcomes we expect are as follows: 1. Enhanced capabilities in the college for the integration of smart technologies for teaching and learning which showcase those typically used in public schools. 2. Enhanced knowledge and skills among our students for the use of smart interactive technologies for teaching and learning. 3. Enhanced satisfaction among teachers for the usefulness of SMART technologies to address the curriculum and assessment expectations of the Next Generation Science Standards (NGSS) and the CA Common Core Standards (CCCS) for mathematics. 4. Enhanced motivation for learning math and science among teachers prepared at CSUSB and among K-12 students. 5. Enhanced school administrator satisfaction regarding the level of preparation of CSUSB candidates to effectively use SMART technologies. 6. Enhanced collaboration between COE and Math faculty in the College of Natural Sciences with regard to sharing of resources developed for SMART technologies.

How will you measure whether the intended outcomes have been achieved?

Graduate students and multiple and single subject teacher candidates will develop lesson plans for math and science methods courses that integrate the use of SMART technologies. They will be observed using the technologies during class time and, in some instances, during student teaching assignments. The following methods/instruments will be used for measuring intended outcomes. 1. The Technology Integration Matrix (TIM) (fcit.usf.edu/matrix/matrix.php) will be modified to assess how teachers integrate the SMART technologies for mathematics and science education. TIM evaluates teachers against five levels of technology integration: entry, adoption, adaptation, infusion and transformation. A pre-post assessment will inform us of how much the teachers have grown in integrating technology in their math/science lessons. 2. Artifacts (e.g., lesson plans, assessments, pictures, etc.) will be collected and examined to evaluate the multiple ways in which SMART technologies are used. 3. Survey results from CSU's Center for Teacher Quality will be examined to assess school administrators' evaluation of CSUSB graduates' implementation of technology-based instruction. Gains will be reported. 4. A sample of school administrators will be interviewed to determine their satisfaction with how well CSUSB graduates use SMART technologies in their lessons. 5. Individual and focus group interviews will be conducted with our students to evaluate a) their personal self-efficacy beliefs and motivation to enhance teaching and learning with SMART technologies b) their satisfaction with the preparation they received to integrate SMART technologies in their lesson plans and teaching c) their descriptions of how they use SMART technologies for instruction, assessment and curriculum development d) the compatibility of SMART technologies at CSUSB with existing technologies in the public schools, etc. 6. Math faculty who prepare teacher credential candidates and who work on funded projects to enhance teachers' knowledge of math will be interviewed to examine the growth in collaboration and development of SMART resources for teaching and learning.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	End Date (MM/DD/YYYY)	First Quarter of Student Use
04/01/2013	09/30/2014	Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

1. The Dean of the College of Education has agreed to support the project with matching funds of \$4000. He is keen on infusing state-of-the-art technologies in all our courses. 2. The Science Mathematics and Technology Education department will contribute upto \$4000 to the project. This project includes faculty who teach in more than half a dozen credential and master's degree program. The faculty are keen on collecting data to provide evidence for the effectiveness of collaborative learning that integrates interactive technologies. 3. The vendor for the SMART company, i.e., Collaboration Solutions, Inc., will provide free training for the faculty to demonstrate the wide range of virtual manipulatives and lesson templates available through SMART technologies. The training will include a demonstration of SMART's 3-D and dual display capabilities. Internet resources will be made available for integration in the teaching and learning processes.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
COE	\$ 4000	SMTE Department	\$ 4000

BUDGET FILE LINK

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CONTACT INFORMATION**University Unit** Palm Desert Campus (PDC)**Coyote ID** 003287777 Brandi Jack

jackb@coyote.csusb.edu

Student Organization Name Coyote Nurses of the Desert**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$31,000.00	FY 2014	0.00	Proposal Category	College
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PROPOSAL INFORMATION**Project Title:** Skills Lab IV Pumps**Project Abstract**

The need for new intravenous (IV) pumps in the PDC skills lab is well known to students and faculty. The current IV pumps are very outdated compared to what the hospitals are using. We, nursing students, learn to use this outdated technology which we never put to use in real life situations. The project will provide us new IV pumps to use in the skills lab which are identical to what we use in the hospitals. In addition, the pumps will use the same IV tubing that the school already uses.

How many students will be impacted annually? 60**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The intended outcomes will be gaining knowledge on improved technology that can be used in real life, save instructors time and increase safety for patients. The students will gain knowledge on technology that we can apply in the hospital, rather than having to re-learn how to use the current IV pumps. Furthermore, the instructors will not need to teach the students how to use the hospital's IV pumps, because we will have already learned it in the skills lab. This gives the students and instructors more time with the patient – the most valuable part of clinical. In addition to saving time, students will have a better understanding of the IV pumps, reducing their chance of medication errors.

How will you measure whether the intended outcomes have been achieved?

Outcomes will be measured by student and faculty feedback including the ability to effectively use the pumps and administer medication safely.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	03/15/2013	End Date (MM/DD/YYYY)	04/15/2013	First Quarter of Student Use	Spring 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

I, Brandi Jack, am the President of Coyote Nurses of the Desert. I received an email about the Vital Technology Initiative and brought it up to the rest of the officers. We came up with a few ideas, but new intravenous pumps was a clear need for the school and the student body. We are in support of this proposal.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

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CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Arts and Letters
Coyote ID 000019980 Sunny Hyon shyon@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$27,340.92	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$12,824.70	Proposal Category	College
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PROPOSAL INFORMATION**Project Title:** Mobile Laptop Lab to Enhance Student Learning in English Classes**Project Abstract**

The English Department requests funding for a 30-laptop mobile lab to enhance student learning in multiple classes. In the 242 sections (yearly) of first-year composition and 36 sections of expository writing taken by students from all different majors, the laptops will help students to learn how to conduct online research; complete collaborative writing projects with peers; incorporate real-time feedback from their peers and instructors into their writing. In the 78 sections of undergraduate literature and creative writing courses, the laptops would allow students to research digital archives on authors and texts, and to learn about sound and rhythm in poetry by altering poems electronically. In our 19 sections of undergraduate linguistics and English teacher preparation courses, students could use online "corpus linguistics" analysis tools to examine how word combinations function in real-life discourse; search for sources on language and literacy development; and produce a range of multimedia texts relevant to future teachers. Students in our 42 MA and MFA sections could use the laptops for the purposes above, as well as for learning computer-based applications for teaching writing. Our two current computer classrooms cannot meet all of these demands. Only fourteen time-slots are available per week for each lab, and these slots are rarely open, as heavily computer-based courses are scheduled in the lab for the entire quarter. With the mobile lab, faculty could check out the computers just on the days when their classes needed them, allowing much more student computer access for the purposes described above.

How many students will be impacted annually? 4,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Student Learning and Development Outcomes for Students Increased ability to conduct research and evaluate sources Improved writing and revision abilities Faculty with writing in various genres, including multimedia texts Enhanced knowledge of literary and non-literary texts and their authors Increased ability to analyze language

How will you measure whether the intended outcomes have been achieved?

We will maintain a log of how often the mobile lab is used and by what classes. In addition, we will collect written surveys from students and instructors about how they have used the lab and the extent to which their uses achieved the learning and development outcomes listed above.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/01/2013	End Date (MM/DD/YYYY)	12/01/2013	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

NA

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/55-39b5e0ed79bddeaa930dd76c97dc6b20_VitalTechBudget_Template_21-1.xls

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Arts and Letters

Coyote ID 000034605 Alysha

Timmons

atimmons@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$4,887.48**FY 2014** 0.00**Proposal Category** College**PROPOSAL INFORMATION****Project Title:** Multimedia Language Center Projector Upgrade**Project Abstract**

The Multimedia Language Center (MMLC) of the Department of World Languages and Literatures serves over 2000 students per quarter by providing access to foreign language films, software and learning tools to support instruction in 15 languages. It is also used extensively for placement testing, challenge exams and outcomes assessments. The MMLC provides critical support to students in the Summer Language Intensive Programs. With the rapidly changing developments in technology, however, some of the equipment has not kept pace. The MMLC does not have a mounted projector in any room; the current projector is moved via cart to one of three rooms when requested. The current projector is also seven years old and cannot support technology needed to wirelessly display multimedia projects created on Android and iOS devices. The requested projector, Epson Powerlite 6155W, allows for wireless transmission of the display from a mobile device without additional equipment such as an Apple TV. Three mounted projectors are requested to support the main areas of the MMLC and allow streamlined presentations of foreign language materials.

How many students will be impacted annually? 7,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Students are required to spend a minimum of one hour per week in the MMLC for WLL courses. Specialized software for language learning is available to students in the MMLC, as well as some specialized equipment. Students in the MMLC are provided software, such as applications to develop movies and comic strips in the target language. Software enhances students' ability to read, write, speak and listen to the target language. The requested hardware is expected to increase the use of such software and equipment by providing a method for easily presenting projects developed in the MMLC. The projectors would not only allow faculty and/or students to present to a group; they would allow people to simultaneously present their work from their seats. Streamlining the presentation process in the MMLC is also expected to increase the incorporation of technology into the curriculum of several foreign language courses.

How will you measure whether the intended outcomes have been achieved?

If the hardware can be brought up to date, we can continue to offer high quality ancillary materials for foreign language study thus continuing to achieve the goals we've established for our courses. Without the hardware, we expect that student and faculty use of technology in foreign languages will not increase as rapidly as possible and may affect performance. We are currently implementing new testing software for placement and outcomes assessment that will allow us to keep track of student performance.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 04/02/2013**End Date (MM/DD/YYYY)** 4/02/2020**First Quarter of Student Use**

Spring 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

I think the lab is a very useful source for students, who like me don't have access to a computer at home and have to rely on constantly going to public libraries. I think that having the lab here on campus makes it easier for me to focus on my school work since the rest of the people in here are students and many of them are even classmates, having a nice, peaceful and resourceful place to study is very helpful in preparing for my classes and consequently getting my degree. I am thankful that the language lab is available for student use making easier to work on assignments and then go to class without losing a considerable amount of time looking for a public library that might or might not have computers. Another very positive aspect of having the lab is that the director has installed all of the software we may need for any language class onto the computer so that whenever we may need it, it is available to us, which makes it only easier to study without having to carry everything back and forth. Conclusively, the most important and helpful thing in the lab is the fact that there is always someone who can answer any questions regarding technology, being that the director is computer smart, or language, since there is tutor available here for the foreign languages, something libraries do not have. I am grateful to have the lab here on campus. Teresa Zabalsa B.A. Spanish, Language, Literature, and Civilization "The Multimedia Language Center is a place where I am able to focus and get a lot of my studying done thanks to the great tools provided and friendly environment." Itzel Viramontes B.A. Spanish Hispanic Literature

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
MMLC Fees for Software			

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/55-4f124fd55246c8460d1a5c275ea1a9fd_Budget_VTInit_WLL_W13.xls

CONTACT INFORMATION

University Unit Campus Division Information Resources and Technology
Coyote ID 000001819 Steven Waldman swaldman@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$100,000.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** SMART Classroom New & Upgrade Proposal**Project Abstract**

SMART Classroom New & Upgrade Proposal: Academic Computing and Media is responsible for the installation and maintenance of SMART classrooms on campus. For this academic year, ACM received requests for new SMART classrooms by two different colleges: College of Arts & Letters and Natural Sciences. There are (5) Arts & Letters classrooms/labs in University Hall that do not have any built-in technology for instruction. The rooms: UH-043, 052, 053, 054 and 055. Natural Sciences has (1) computer lab/classroom: HP-123. This proposal will support the purchase and installation of new technologies in these rooms to help facilitate instruction. Over the past several years, Academic Computing and Media has submitted Classroom Refresh Proposals to the university outlining a plan to refresh media equipment in the SMART classrooms. The major objective has been to update 5+ year-old equipment in the classroom. This year, in addition to the hardware upgrade, the cabling infrastructure will require an upgrade too to meet the new digital standards (By 2015, the analog display connectivity (the VGA), will no longer be supported by manufacturers). Last year was the first year that provided funding for this transition. ACM is currently in the process of installing the new digital infrastructure in Jack Brown classrooms. This year's objective is to upgrade the technology/infrastructure in University Hall. The last major SMART classroom upgrade was in 2006/07. There are currently 24 classrooms that require upgrade. This proposal will not only provide new hardware, but allow for HD viewing.

How many students will be impacted annually? 5,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The operational outcome is to provide both faculty and students to have access to the latest technology in the classroom. Students should be able to project their own devices onto the screen with the best possible resolution. Providing the new digital infrastructure will improve presentation outcomes by both student and faculty.

How will you measure whether the intended outcomes have been achieved?

We will measure the intended outcome from feedback by both student and faculty. Not only does our department work closely with student and faculty, but other college staff members provide ACM feedback on the functionality of SMART classrooms.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	06/17/2013	End Date (MM/DD/YYYY)	9/20/2013	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

Academic Affairs and the Associate Dean of Arts & Letters are in support of the of upgrading existing classrooms and creating new SMART classrooms that currently do not have SMART technologies: Dear Steve, Per Lorraine's recommendation, I am requesting that you include the following labs and multi-purpose rooms in ACM's proposal for Smart Classroom Upgrade for 2013. As you know, work on the lower level of UH is near completion and we will schedule the labs for use in Spring 2013. We would really appreciate it to have the upgrade completed before the start of Spring 2013 quarter. I know you will be coordinating with Ken Han and I really appreciate your ongoing support of our college. Here's a list of the labs/rooms: UH-043 UH-52 UH-053 UH-054 UH-055 UH-047 (this room has a projector that may be functional) Please let me know if you need me to provide you with any additional information or justification in support of our request/your proposal. Thank you both for your consideration and support, Salaam

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Information Resources & Technology	100,000.00		

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/13-70ffb26189613a89a15a9f8d239167bc_SMARTProposal2013.xls

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

Pfau Library

Coyote ID 000054183 Brent

Singleton

bsinglet@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$62,786.00**FY 2014** 0.00**Proposal Category** General**PROPOSAL INFORMATION****Project Title:** Pfau Library 1st Floor Computing Upgrade**Project Abstract**

With the exception of lab PL-1003, the computers on the 1st floor of the Pfau Library are increasingly decrepit and fall far short of the established campus computer processing speed, memory, viewing screen, and operating system specifications. This proposal would allow us to purchase 55 computers with up to eight times the RAM and nearly ten times the hard drive space of the lowest existing machines. Many of the workstations are five to six years old and cannot handle Windows 7. They are running on Windows XP, which has not had mainstream support from Microsoft since 2009 and will cease to have security updates next April. The upgrade to Windows 7 will not only insure full Microsoft support and security, but will allow us to take advantage of extended services currently unavailable in XP, such as student file storage across login sessions. Furthermore, the physical work spaces around the computers are currently cramped with a desktop tower and monitor configuration. The proposal allows us to move away from towers to all-in-one (computer and monitor in one unit) PCs, greatly expanding student work space, decreasing the number of cables coming from each computer, while providing a larger 23 inch viewing screen. The plan would be to replace all 55 computers adjacent to the Reference Desk and in lab PL-111 in summer, 2013.

How many students will be impacted annually? 14,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The installation of new computers on the 1st floor would eliminate student frustration with computer slowness, software and hardware (USB drives) incompatibilities, outdated operating systems, dissimilarities between the library computers and other labs on campus, and frequently out of service or malfunctioning computers. Moreover, despite their declining condition, the 1st floor computers are very popular and are at capacity usage through large portions of the day. New computers should only increase the popularity and usage of library computers among current users and attract those students who may not have used them in the past.

How will you measure whether the intended outcomes have been achieved?

The library logs all computer service calls concerning reports of problems mentioned in the outcomes section and more. Changes in the number and/or nature of service calls will be quantitatively measured. More importantly, surveys will be conducted to measure student satisfaction as well as their changing needs. Lastly, surveying the Reference and Check-out Desks staff concerning the number and nature of computer related interventions as well as unsolicited positive and negative student feedback.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 04/01/2013**End Date (MM/DD/YYYY)** 08/29/2013**First Quarter of Student Use**

Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/35-edf33d658bfe8c9b2e9478f31508a4cf_Budget_Template_21+%281%29+Singleton.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Arts and Letters
Coyote ID 000003223 Thomas McGovern mcgovern@csusb.edu

Student Organization Name

Funding Year Two Years FY 2012 - 2014

AMOUNT REQUESTED

FY 2013 \$44,161.00 **FY 2012/2013 or 2013/2014** 0.00 **FY 2014** \$31,131.00 **Proposal Category** College

PROPOSAL INFORMATION

Project Title: Digital Photography Computer Lab

Project Abstract

I am requesting a Digital Photography Computer Lab with 24 iMac computers, two high quality inkjet printers, flatbed scanner, software and furniture. All students need to develop basic digital photography skills, and the photography program needs to increase its digital photography offerings and instruction to stay current with the field. To this end, we are requesting a 24 station iMac computer lab. We are adding basic digital photography skills to our required Foundation course, Art & Technology and have added a Beginning Digital Photography course that will be offered every quarter. In addition, Theatre Arts students need to acquire basic digital photography competence and will be encouraged to enroll in one of the classes and will need access to the Digital Photography Computer Lab. We have a very small digital photography lab and limited access to larger computer labs on another floor. With the addition of digital photography to our Foundation class, Beginning Photography class and the prospect of students from other departments, it is essential to have a Digital Photography Computer lab available to serve these students. This lab will serve all the students in the college who need access to digital photography, and be open during the days, evenings and on Saturdays, serving over 1,000 students per year. This Digital Photography Computer Lab will help us educate and develop career-ready liberal arts, art and photography students, and allow basic digital photography skills to become a key component in the Department of Art's assessment plan.

How many students will be impacted annually? 1,000

What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?

The Operational Outcomes will be a major increase in the number of students using the Digital Photography Computer Lab. This new lab will provide 24 computer stations, and be available more hours than any other lab in the department, including evenings and Saturdays. It will be open to any student from the College, and provide benefits to a wide range and large number of students. The Digital Photography Computer Lab will provide access to all art students, photography students, and any other student in the College so they can develop and advance their skills, eliminate waiting time, and produce a high level of satisfaction from the students. The Student Learning and Development Outcomes will be a dramatic increase in the depth and breadth of knowledge about digital photography technologies and their applications in making quality photographs. This will impact all students in the Department of Art and potentially the College. Specifically this means more photography instruction in composition, lighting and content, understanding and using cataloging and editing software to improve computer, digital imaging and photography skills. The more the students use digital technology the more adept they are at using it to advance their skills, develop competencies in digital photography, and be more comfortable with new technologies in general. The goals are for all students to be competent in digital photography, and for the photography students to develop excellent digital photography skills. These skills will be a key component to the Department of Art's assessment plan.

How will you measure whether the intended outcomes have been achieved?

Through portfolio reviews, questionnaires about student satisfaction and the results from rubrics (designed in consultation with the Teaching Resource Center)

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 03/04/2013 **End Date (MM/DD/YYYY)** 06/09/2014 **First Quarter of Student Use** Winter 2014

PROJECT COLLABORATION

Statements of support by collaborating organization(s) or department(s) (if applicable)

I have received endorsements from Katherine Ervin, Chair of Theatre Arts, whose students will directly benefit from this computer lab as well as from the Department of Art Photo Club (Dot), Ceramics Club and Glass Club, all of whom recognize their need to acquire basic digital photography skills and to have a computer lab to process and print their images.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/52-3914a99f958150e04f09c38911292e52_Digital+Photo+Computer+Lab+Budget.xls

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

Undergraduate Studies

Coyote ID 000018225 Peter

Williams

pwilliam@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$72,000.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Early Start Mathematics**Project Abstract**

The Early Start Program is mandated by the California State University. It states that students who are required to take, but do not pass, the Entry Level Mathematics examination or English Placement Test must begin the process of taking GE preparatory courses in the summer prior to matriculation in fall. Failure of a student to comply with the mandate could lead to being denied admittance to the CSU. Campuses may offer regular courses in summer for students to meet ESP but must offer a one semester unit experience. At CSUSB we only offer the one unit program to avoid several equity issues. The mathematics program for Early Start uses computer software for testing and for delivery of most of the material. Finding suitable computer resources on campus during the summer to run the program is a challenge for many reasons. We propose to purchase and use ultra-books in the classroom, thus creating a computer lab from an ordinary classroom. Our request is for 60 such computers which will be used intensively during the summer. The anticipated attendance in the Early Start mathematics courses exceeds 1200 students per year. So that the computers are not idle after the summer, they will also be used during the academic year in Math 75C, Math 80, and Math 90 to access online tutorials and multiple choice pre and post tests. This will impact another 1400 students (at least in terms of seats if not different individuals).

How many students will be impacted annually? 2,600**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Our goal is to advance students who are not ready for GE mathematics in the summer into a higher level class by the fall, thereby reducing the number of pre-baccalaureate courses a student must take in the academic year.

How will you measure whether the intended outcomes have been achieved?

We will track the success of the students through the Early Start program based on their incoming ELM score and their Early Start Mathematics exit score. We will also use surveys to get student response to the program and the use of computers to achieve the goals.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	06/17/2013	End Date (MM/DD/YYYY)	06/15/2014	First Quarter of Student Use	summer 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

The department of mathematics has already provided 40 laptops for Early Start and developmental mathematics programs through a Department of Defence grant. However, we have only enough machines to cover a small portion of the need. For ESP, for example, we need approximately 100 machines in each time slot the program runs. For developmental classes, we need between 80 to 120 machines in each time slot. The Department of Mathematics emphatically supports this project in order to help students move through the developmental courses quickly. The Department of Mathematics will also contribute to the financial support of this venture by purchasing two laptop charging carts. In addition, the Department will support a number of student assistants during the academic year who will be needed in order to help keep the laptops charged, move the carts between classes, and monitor and secure the laptops. Student assistants and tutors needed in the Early Start program will be supported by the fees from the Early Start program.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Department of Mathematics	6,000		

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/53-f62f127aa9b56af59ae778d253456f14_VTI-UG_2013.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs Pfau Library
Coyote ID 004199129 Jonathan Smith jsmith@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$33,134.35	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$33,134.35	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Pfau Library Laptop Lending Expansion**Project Abstract**

In the fall of 2012 Pfau Library implemented its first laptop lending program, thanks to a Vital Technology Initiative award. The lending program was an immediate success, with student demand far outstripping the supply of laptops available. During the fall quarter, the 40 laptops currently available were checked out a total of 3,835 times, accounting for 12.8% of total checkouts from the library. There were also 614 renewals during that time. On most schooldays the entire inventory of laptops are checked out by 12:00pm. Some students even wait at the Check-Out Desk for a laptop to be returned, so that they may borrow it. This funding request proposes increasing the number of laptops available over a two year period - with 20 laptops added in 2013, and another 20 laptops added in 2014. These laptops will provide the same computing experience as the laptops currently used. They are 13-inch MacBook Pros with Solid State Drives, configured to dual-boot, allowing the student to choose between Mac OS X and Windows 7 operating systems. We would also purchase a storage cart each year that would provide charging capabilities as well as secure the laptops when not in use.

How many students will be impacted annually?**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Expansion of the laptop lending program will increase the availability of computers for students, and will result in a reduced waiting time for available workstations during peak periods. These laptops will enhance the student experience and success by providing increased access to information resources and other computing needs. This proposal has the potential to impact the entire student population due to the nature of the library, but especially those students who may not own or have access to a laptop computer.

How will you measure whether the intended outcomes have been achieved?

To measure use we will gather circulation statistics, which record the time, day, and duration of every check-out. To measure impact we will survey the students who use the laptops during a select period of time.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	03/04/2013	End Date (MM/DD/YYYY)	05/01/2013	First Quarter of Student Use	Spring 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/13-5225f71b3ec252de35f45815631b2ff1_Laptop_Budget.xls

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Business and Public Administration

Coyote ID 000111045 Kristie

Ogilvie

kogilvie@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$38,690.00**FY 2014** 0.00**Proposal Category** College**PROPOSAL INFORMATION****Project Title:** CBPA Interactive Display for Student Retention and Success**Project Abstract**

Currently, information for career, advisement, program support, scholarships, clubs, and related information is limited to finding individuals throughout many locations in the CBPA, University, or navigating a cumbersome website. This proposal outlines the creation of a designated area in Jack Brown Hall with an interactive display, that interactively displays and communicates this information to students. This display will be accompanied by information that will be adjacent to the board to take as materials for further information and reference. This board would fill a substantial need in the College, especially for students who are non-traditional and oftentimes are not able to meet with our faculty and staff for such support in times other than the traditional 8-5pm office hours. The interactive display will route students through a variety of touch screen options (much like at an airline for automatic check in), which will result in information to students, and at the end will designate a code that corresponds to the documentation adjacent for contact, location, website, and any supporting materials necessary for fulfilling student needs. CBPA students would be directly served, but additional students served would include those throughout the University related to our MBA program (which has many students from throughout the University), as well as can be a pilot for implementation throughout the entire university.

How many students will be impacted annually? 350,020,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The primary operational outcome will be the increased services to students. This improvement will be in student satisfaction, student retention, and student services support. By way of a pilot in the CBPA last year, we built a display board for our stakeholders to view faculty research. This display was on floor two of the building directly in front of the Dean's administrative offices. Daily, students are seen reviewing and reading the materials on this large display. Next, the CBPA created a "one-stop-shop" for students to receive support, but this location houses only our undergraduate undeclared advisor and internship coordinator, so has resulted in a location for students to be routed to other parts of the College once they visit this location. This display would be directly in front of this center, to not only provide location services, but also additional support to students who would not need related information while they wait. This new display would increase student services, as well as improve operational demand, as it could also have a feature of a building map, which we have placed staff in front of the building to assist students in finding classrooms. Students also typically inquire as to the various services, clubs, and other resources throughout the College, which would be an option for display. We foresee the demand being such that a second display would be necessary in the coming years, such that it is fully functional, students know and successfully utilize this first display, and usage/trends are analyzed.

How will you measure whether the intended outcomes have been achieved?

For measurement, a tracking of student's usage and specific hits to the system will be tracked. The information can be tracked both by number, as well as day and times. This information will be key to determine operational staffing needs in the College. We will also integrate the use at SOAR, information sessions, and related events to ensure student awareness.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 04/01/2013**End Date (MM/DD/YYYY)** 12/02/2013**First Quarter of Student Use**

Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

NA

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/54-9746439e1dff4e1624b77e6985707772_Budget_Template_21.xls

CONTACT INFORMATION**University Unit** Campus Division

University Advancement

Coyote ID 000111045 Barb

Kirby

bkirby@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$11,150.00**FY 2014** 0.00**Proposal Category**

General

PROPOSAL INFORMATION**Project Title:** Laptops for Chlidren Center Teachers for Assessment of Children in Center**Project Abstract**

Students in the CSUSB Children Center must be assessed twice annually per state regulations. These assessments would benefit greatly from technology to capture the data electronically for student, staff, faculty, and administration parents. Not only students, but community benefit from this technology, as we are a feeder school for many community Colleges. This proposal outlines the need for five laptops to ensure the parents receive information timely, accurately, and systematically for success of the center. This is a critical needs, as there is currently a pen-and-paper approach that needs updating.

How many students will be impacted annually? 50,050**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The current system of pen/paper and filing has met the state requirements, though not enough to maintain the efficiency needed for continued success of the center. By funding the laptops via this proposal, the student services will increase, as the teachers will be more efficient in completing necessary assessment, whereby spending more time with their students. There are students served, many who are not able to go to school without children center support, students h complete their student lab hours int he center, the employment of disabled students in the center for the best of the community / University.

How will you measure whether the intended outcomes have been achieved?

The time of the assessment will be measured for success of the adoption of technology.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 04/01/2013**End Date (MM/DD/YYYY)** 09/01/2013**First Quarter of Student Use**

Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

CBPA - Which has children in the center who have seen the substantial need for this technology.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/52-8cabf0ea79d1fc91431097cdcdf1d058_Budget_Template_CC.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Social Behavioral Sciences
Coyote ID 000034449 Anas (David) Nimri dnimri@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013 0.00 **FY 2012/2013 or 2013/2014** \$10,060.00 **FY 2014** 0.00 **Proposal Category** General

PROPOSAL INFORMATION**Project Title:** Coyote One Card Charge Machine in SB Building**Project Abstract**

Currently, there are no coyote one charge machines (so that students can put funds on their coyote one cards) in the College of Social and Behavioral Sciences Building. This is a source of great inconvenience as the copiers, printers, and some computers in CSBS are on the coyote one system yet students must go to other buildings on campus to get funds on their cards. Having a 'One' card system in a large university with only one central location to recharge funds does a huge disservice to both the students and the one card system itself.

How many students will be impacted annually? 6,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

A Coyote One card machine in the open lab of CSBS affords students ease of use facilities to recharge the coyote one card in an efficient manner. Students would benefit as they can concentrate on completing assignments in a timely manner earning better grades as opposed to attempting to locate the closest other station to put funds on the coyote one card before a class. Having a Coyote One card recharge machine would greatly benefit student success.

How will you measure whether the intended outcomes have been achieved?

Student usage of lab systems and printing will be monitored and reports will be provided upon request

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 03/25/2013 **End Date (MM/DD/YYYY)** 03/29/2013 **First Quarter of Student Use** Spring 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/12-bf6244fae9b1deb635055f26b1aa6698_Budget_CoyoteCardSBS_21.xls

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Arts and Letters

Coyote ID 004518279 Glen

Dunzweiler

gdunzwei@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$46,000.00**FY 2014** 0.00**Proposal Category** College**PROPOSAL INFORMATION****Project Title:** Design Lab Rebuild**Project Abstract**

At the beginning of the 2012/2013 Academic Year, the Theatre Arts Department Design Lab had computers that would no longer run the software that was installed on them. The server supporting these computers would also no longer turn on. These machines were deemed unusable and were removed from the building. Since the Fall of 2012, classes have been taught in the space with 2 computers. Software is being loaded onto them on program at a time as a class has the need. The Theatre Arts Department requests the funding to properly rebuild the design lab with 16 computer stations and supporting hardware loaded with the software needed to teach Set Design, Costume Design, Lighting Design, Sound Design, Projection Design and Video Production.

How many students will be impacted annually? 100,500**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Students will be able to work on projects during class with the instructor's guidance. Each student can work on a project without having to schedule time on a computer. Students will have the time with a piece of software necessary to develop proficiency with a specific program. Students will be able to work on departmental productions using these workstations.

How will you measure whether the intended outcomes have been achieved?

All outcomes can be directly measured through student success in class and on departmental productions. Projects can be assigned - students will have the opportunity to work on them - projects will be graded or seen and evaluated by the greater student body through departmental productions.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 02/01/2013**End Date (MM/DD/YYYY)** 04/02/2013**First Quarter of Student Use**

Spring 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/53-6035c0aed31078a2f6d229913d14fdd3_Design+Lab+Rebuild+Budget.xls

CONTACT INFORMATION**University Unit** Palm Desert Campus (PDC)**Coyote ID** 004199129 Jonathan Smith jsmith@csusb.edu**Student Organization Name****Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$17,863.15	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Hixon Information Center Laptop Lending**Project Abstract**

Currently the Helene A. Hixon Information Resource Center, which houses the Palm Desert Campus library services, has 36 computers for student use. In Fall Quarter 2013, our campus will welcome our first class of freshmen, which will not only increase our student population by approximately ten percent, but will demand more creativity in the use of our resources to meet their needs. The Helene A. Hixon Information Resource Center does not have room to expand physically, so the availability of laptops for checkout, which can be used in any of our campus student lounge areas or classrooms, will allow the library to continue to meet the needs of our expanding student body. For example, our library space does not have group study areas or places where students can work together in groups without disturbing others, but these laptops will allow students to form groups at the tables in the open lobby area just outside the Hixon Center's doors, while remaining within reach of librarian assistance and library materials. In addition, our campus has begun offering a degree in Graphic Design and Marketing, and those students rely on Mac computers and software for their graphic design course work. With only two Macs currently available for student use in the library, these laptops will allow the library to meet those students' needs.

How many students will be impacted annually?**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Creation of a laptop lending program will increase the availability of computers for students, and will result in a reduced waiting time for available workstations during peak periods. These laptops will enhance the student experience and success by providing increased access to information resources and other software. This proposal has the potential to impact the entire student population due to the nature of the library, but especially those students who may not own or have access to a laptop computer.

How will you measure whether the intended outcomes have been achieved?

To measure use we will gather circulation statistics, which record the time, date, and duration of every check-out. To measure impact we will survey the students who use the laptops during a select period of time.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	03/04/2013	End Date (MM/DD/YYYY)	05/01/2013	First Quarter of Student Use	Spring 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/34-9ccfc92584f67d6f40d8b066659fb18e_Hixon_Laptop_Budget.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Social Behavioral Sciences
Coyote ID 000034449 Anas (David) Nimri dnimri@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$19,500.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$19,500.00	Proposal Category	College
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PROPOSAL INFORMATION**Project Title:** OPEN LAB LABOR FOR ONE YEAR**Project Abstract**

Thousands of students must go to the CSBS building to attend capstone or major specific courses and these students need lab access. Last year's labor funding for the open lab was a huge contributing factor for increased computer lab use this year (the funds from last year paid for students this year). However, with only two students there were occasions when one student was out and replacement was not available forcing us to close the lab on some days or request volunteers. There were also occasional gaps (due to class conflicts of the two students) in coverage that further corroded continuous lab coverage. An attempt to locate a third qualified student with work study ended unsuccessfully. A third student should resolve those problems and allow us to have the lab open on Fridays (it is currently closed on Fridays). The minimum requested funding has increased usage but without a 3rd student assistant there is a restriction on availability of the open lab for all students on campus. Having additional student support is requested and needed in this area. Our request is for a minimum funding (\$13,000 per year) for two student assistants, but desired funding for a third (\$19,500 per year) would be ideal to help support all students that take either capstone or major specific courses in the SB building.

How many students will be impacted annually? 6,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Many students do not have ready access to tables or find carrying a laptop cumbersome. There are also many students who cannot afford to purchase these items yet still require access to computer systems to complete assignments and learn. Having access to a lab with the latest technology that is available when the students need it and is staffed with knowledgeable student staff to assist other students would greatly benefit students using the lab.

How will you measure whether the intended outcomes have been achieved?

Student usage of lab systems and printing will be monitored and reports will be provided upon request.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	09/16/2013	End Date (MM/DD/YYYY)	06/12/2015	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

<http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/11-bb248c2cd09b6d75412ecc8300fb9e2e> Budget OpenLabLaborSBS.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Natural Sciences
Coyote ID 004195996 Tomasz Owerkowicz towerkow@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013		FY 2012/2013 or 2013/2014		FY 2014		Proposal Category	
0.00		\$65,000.00		0.00		College	

PROPOSAL INFORMATION**Project Title:** Temperature imaging in the biology classroom**Project Abstract**

We request two high-precision infrared thermographic digital portable, WiFi-connected cameras. Thermography (measurement of heat emission) is a non-invasive imaging technique, which can precisely and in real time quantify surface temperatures of plants and animals. As such, thermography is a powerful teaching tool for understanding form, function and behaviour of living organisms, including humans, under normal and stressful environmental conditions, in the laboratory and in the field. Infrared cameras will be used in teaching laboratories of various courses: Biology of Organisms (BIOL201), Human Anatomy & Physiology (BIOL223&224), Human Physiology (BIOL324), Biology of Invertebrates, (BIOL331), Biology of Ecosystems (BIOL349), Biology of Chordates (BIOL342), Comparative Animal Physiology (BIOL424), Comparative Plant Physiology (BIOL431), Marine Biology and Ecology (BIOL455), Physiological Physiology (BIOL565), and Independent Research (BIOL596). When not used for teaching purposes, the equipment will be used for faculty and student research projects in the laboratories of Drs Owerkowicz, Polcyn and Skillman. In addition, thermal imaging technique, images and videos will be demonstrated in various Natural Science General Education (BIOL100). At least 1000 CSUSB undergraduate and graduate students will have the opportunity to use thermographic equipment every year. Acquisition of the infrared cameras will allow the Biology Department to develop innovative teaching modules in the above courses. Thermal images can be projected in real time on classroom screens during lecture/lab instruction, and wirelessly downloaded by students for use in laboratories and lectures. Incorporation of thermography in teaching organismal physiology and ecology will place CSUSB at the forefront of using sophisticated imaging technology in biology education.

How many students will be impacted annually? 1,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Virtually every biologic function varies with temperature at which it occurs. Intuitive understanding of temperature regulation depends on the student's ability to measure and visualize global temperature, regional temperature differences, and their rates of change. Thus far, students in introductory and advanced biology classes have had to rely on schematic diagrams found in textbooks, slides or websites, or on fairly invasive (and often imprecise) measurements with thermometers. Availability of thermographic infrared cameras in biology classrooms will allow students to image temperature changes in animals and plants, both in the lab and in the field. For instance, it is not intuitive for most students to realize that, by basking in the sun, a lizard is able to maintain its body temperature 20°C above that of the ground or air in the middle of winter, despite being "cold-blooded" – we envision turning such measurements into lab and field exercises in Comparative Animal Physiology (BIOL324). Similarly, some plants (e.g., skunk cabbages) are unique in their ability to generate heat and thus act as refugia for some heat-sensitive insects (e.g., ladybugs) which seek out sources of warmth during cold seasons – infrared cameras used during lab exercises in BIOL201 will allow students to illustrate complex interactions between plants and insects, and underscore their understanding of organismal physiology and behaviour in a local ecosystem. By making the invisible temperature more tangible (visible and measurable by calibrating and color coding thermographic images), it will go a long way to clarify the concept of temperature regulation.

How will you measure whether the intended outcomes have been achieved?

Students will gain better understanding of organismal temperature regulation, and success should be evident in improved exam performance. In the first couple of years of equipment implementation in coursework, we will conduct two similar labs in human and animal physiology classes: one lab with and one lab without infrared cameras. Using anonymous questionnaires, we will score students' learning success, satisfaction with practical exercises (i.e., with and without thermography), and correlation between them.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)		End Date (MM/DD/YYYY)		First Quarter of Student Use	
04/02/2013		04/02/2023		Spring 2013	

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

The proposed equipment represents an exciting addition to our ever-changing toolkit we employ in the teaching of our undergraduate students with career goals medicine, veterinary medicine, field studies (Fish and Game, etc.), and graduate school. If there is one thing constant about the field of animal (hence the requirements for teaching physiology), it is "change". Technological advances occur at lightening pace, and students entering animal-related fields need to be kept current in the changes, and adept at utilizing modern equipment and techniques. However, these technological changes far outpace our financial ability to keep current in the teaching laboratories. While universities tend to understand the need to keep up with things like computer technologies, and have instituted various means of replacing computers and ancillary equipment on a regular basis, the technological needs in the science labs go unappreciated and are largely unmet. Endless research has shown that hands-on inquiry-based lessons provide the best education for our students, and we have always prided ourselves in our abilities to offer a laboratory-intensive curriculum in the Biological Sciences. The faculty work hard to scrape up whatever funds we can find, and have done an excellent job of cobbling together a diverse (and very effective) mix of equipment, which effectively serves the students, both majors and non-majors, in our various physiology and anatomy courses. The faculty write (and continually re-write) their own lab manuals, so that their lab exercises are tailored to the equipment available. Vital Technology Initiative grant secured last year by Dr Owerkowicz has already been put to good use – our department purchased a cutting-edge ultrasound scanner, which has already been integrated into teaching of human anatomy and physiology. I'm sure that the thermographic camera equipment will be very effectively put to use in a wide range of applications in a number of courses, from introductory level to advanced. The FLIR thermographic cameras have a 10-year protection warranty on the IR detector, and are extremely durable. The equipment can be used in teaching for at least 10 years (average cost per student = \$6.50 over ten years). Given that this equipment will significantly enhance the education of well over 1000 students in biology and health-related fields, I think the bang for the buck is obvious. David Polcyn, Chair, Biology (dpolcyn@csusb.edu)

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/12-6c6692102c6ae736b2d0940a6ec81522_Owerkowicz+SVTI+budget+2013.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Arts and Letters
Coyote ID 004347329 Heather Lowe hlowe@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$25,761.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$3,400.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** ARTstor Image Database Acquisition**Project Abstract**

Access to images is an essential part of any education in the arts and an important supplement to studying the humanities and social sciences. Though students might discover images on the open web through services like Google Images, these are frequently inadequate for educational or professional uses. Due to copyright restrictions, images found on the open web are often low-resolution, pirated, or unidentified. Therefore, the most useful images for teaching, learning, and publishing are only obtained through subscription-based services. One such service, ARTstor, has become the leading repository for cultural heritage images. ARTstor is an online database that includes over 1.4 million images produced by museums, universities and libraries that cover the topics of art, theatre, dance, cultural ceremonies, historic events and much more. In addition to supporting the educational content of many disciplines, access to a professional database like ARTstor plays an important role in teaching students about copyright, fair use, and reliable Internet resources—skills vital to success after graduation. This project will help acquire a subscription to ARTstor by covering a required, one-time set-up fee (\$18, 964) that has been a major obstacle to its acquisition. In addition, the art department seeks funds to defray the cost of the first two years of subscription while fees and other funding sources are phased in: \$6,800 for the first year and \$3,400 for the second year. The database will be open to all students, faculty and staff, and it will be licensed, maintained, and promoted by the Pfau Library.

How many students will be impacted annually? 800**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The acquisition of ARTstor will improve student satisfaction with image resources on campus as well as a marked decrease in student frustration when searching for quality image resources. Students will improve image searching and citation skills due to access to a professional image database.

How will you measure whether the intended outcomes have been achieved?

Outcomes will be predominantly measured by the usage statistics of the service.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	08/01/2013	End Date (MM/DD/YYYY)	08/01/2014	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

Pfau Library strongly supports the acquisition of ARTstor. This important database of high-quality art images has long been unattainable due to its relatively high start-up costs. With its wide-ranging coverage of cultures and time periods, ARTstor will benefit not just students in art degree programs, but all campus users studying cultural history and expression. The library will assist in making ART stor available to all campus users by handling licensing arrangements, making the database available via the library's web pages, enabling off-campus logins, and providing user instruction and support.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
AY 2013/2014 Partial subscription cost from existing Course Fees	\$3,400	AY 2014/2015 Partial subscription cost from IRP and existing course fees	\$6,800
AY 2015/16 onward full subscription cost from IRP and course fees	\$10,200		

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/53-3f71d615dc3e361cd81228e700e16d11_Budget_ARTstor+VTI.xls

CONTACT INFORMATION

University Unit Campus Division Information Resources and Technology
Coyote ID 000937754 Lacey Kendall lacey@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$27,757.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** quot**Project Abstract**

Coyote Radio enjoys a nation-wide audience of over 12,000 monthly listeners, has been recognized by MTV as America's greatest college internet station, and is one of 50 college stations featured on the iTunes website. Coyote Radio, the English Department and the Theatre Arts Department are proposing to develop a program entitled "Howl," which will be a one-hour program consisting of three segments: 1) a section of poetry, drama, fiction, and non-fiction, 2) a section featuring dramatic interpretations, and 3) an interview segment featuring a prominent writer or performer. All the aspects of the radio show, "Howl," will be produced, written, and performed by CSUSB students from the Theatre Arts Department and English Department. "Howl" will air 2-3 times per quarter, and Lacey Kendall of Academic Computing and Media will oversee all the broadcast aspects. Professor Juan Delgado, who has worked closely with Coyote Radio in the past, will work with Professor Kathryn M. Ervin and a wide range of students from both departments and others in order to create "Howl." In fact, Professors Delgado and Ervin will jointly develop a new radio practicum course that will be cross-listed in their departments, allowing students to enroll in a class that will focus on developing content for "Howl."

How many students will be impacted annually? 1,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Students participating in "Howl" will engage in a classroom/laboratory experience that is completely new to CSUSB. The program will engage students across disciplines to participate in aspects of creative writing, preparation, producing, direction, performance, digital production, adaptation of content to broadcast format, and post production for broadcast. Writers will learn to direct those who interpret their work, drama students will participate in the interpretation of a multitude of different styles and genres of creative writing, and all will learn to work within the confines of producing entertaining, intellectual broadcast programming. Students will benefit greatly working collaboratively on a variety of mixed media and spoken word projects. They will also develop effective techniques and practices for interpreting and recording the voice in a variety of formats. In the developing and representation of a character's voice, students will explore the social and cultural elements involved in language. In addition, this program will offer students the tools and knowledge that translate to marketable skills and valuable experience for those entering into future job markets for writing, drama, broadcasting, communication, and digital or live production. Lacey Kendall of Academic Computing and media will oversee all broadcast aspects.

How will you measure whether the intended outcomes have been achieved?

We believe that "Howl" will appeal to a wide range of communities. An increase of listeners to Coyote Radio will be our first sign of our success. We strongly believe that our students are creative, hardworking, and thoughtful; they have the ability to produce engaging, educational, and thought provoking shows. Our second sign of success will be the increase of students wanting to enroll in English and Theater Arts classes connected with "Howl." We hope to keep graduating students who can create and perform their poems, stories, interviews, and plays, developing a keen understanding of how to represent themselves and their creative work in the world. Lastly, all of our English majors are required to take English 516 (Senior Project) before they can graduate, and we will analyze their feedback on the educational experience they received by participating in "Howl." In addition, Theater Arts students participating in "Howl" will provide feedback through TA 585 (Senior Assessment).

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	09/28/2013	End Date (MM/DD/YYYY)	06/19/2014	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

The Academic Computing and Media Department (specifically Coyote Radio and station manager Lacey Kendall), The English Department (specifically the Masters of Fine Arts and Creative Writing program and director Juan Delgado) and the Theater Arts Department (specifically the department chair, Dr. Irving) are fully committed to this collaboration. These parties are all committed to long term curriculum development, to seeking any additional external or internal funds necessary on an ongoing basis, to assure that this cutting edge educational and artistic offering is available to the students of CSUSB.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Coyote Radio		Theater Arts Department	
English Department			

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/52-6df8c3136b32e29efee79d9067d7cf6e_HOWL+Budget_Template_21.xls

CONTACT INFORMATION

University Unit	Campus Division	Student Affairs
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Coyote ID	000113060	Jesse	Felix	felixj@csusb.edu
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Student Organization Name

Funding Year Two Years FY 2012 - 2014

AMOUNT REQUESTED

FY 2013	\$23,103.35	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$23,103.35	Proposal Category	General
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PROPOSAL INFORMATION

Project Title: Audio Visual System for Events Center B

Project Abstract

The Santos Manuel Student Union like to install a fully functional A/V system in Events Center B to better serve our students by increasing access to the facility and providing training on state of the art equipment. This system would include a ceiling mounted, load bearing truss to hang stage quality lighting, speakers and projector. Power and communication feeds would run from front to back of room and to trussing eliminating the need to run external cabling; reduce set-up time; reduce tripping hazards and increase student access.

Infrastructure o Power and signal to projector o Send audio and video to/from north wall of Events Center B and south wall of Events Center B. o Send lighting signal from the south wall of B to trussing and north end of Events B o Audio signal to/from south wall of Events Center B to trussing and north wall plates o Install wall plates to support communication between the north and south wall of Events Center B and the trussing. Video o Cabling to send video signal to projector o Cabling to send power to projector o Ceiling mounted screen o Scaler/Switcher o Epson Pro Z Projector Lighting o Lighting board o DMX Cables o Powercon cables o Dimmer pack o Lighting fixtures Items needed for truss installation o Chain motors o Spansets o Trussing Audio Components o 8 KLA-12 high box speakers o 2 KLA-181 sub speakers o 10 XLR cables o 24 channel digital mixer

How many students will be impacted annually? 18,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Enhances instruction Provides student with a comprehensive training program utilizing a state of the art system. Creates and intimate setting and increases student engagement by reducing the distance from the furthest seat to the speaker by 50%. Premier facility to host conferences, workshops and banquets; bringing additional events provides students with nontraditional education. Enhances access: Increase access by 20% Transfer, Soar, counselor's day even enhancement. Flagship for events on campus; updated system to showcase department and student events. High utilization: Since 2006: frequented by 204,000+ people and booked 1,000+ times. Student organizations booked 60+ room last year and hosted 5,00+ students. Departments booked room 50+ times last year hosted 14,000+ guests. Mandatory SOAR/transfer orientation. Student training: Allow students to work on AV systems utilized throughout the industry. Students more likely to be engaged do to the proximity of the stage. Project management experience for student employees. Return on investment Set-ups require two technicians working three eight hour days at \$30 per hour costing \$1,440 for seven events annually. Implementation would reduce costs by \$10,080. Eliminating ramp covers in doorways to reduces risk injury Reducing equipment setup would reduce amount of wear and tear on equipment. Increased booking. Organizations ability to implement: Student focused training module for this system will be similar to our current modules utilizing fact base learning metrics. All electrical will be installed by the facilities department. All load calculations will be done by a bonded outside entity.

How will you measure whether the intended outcomes have been achieved?

The ability to measure the the students understanding of the system will be measured by the students ability to successfully complete the evaluation process. The ability to increase student access will be measured by the number of student hosted/ focused events. The ability to reduce setup time will be measured in the reduction in labor costs and an increased number of bookings.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/01/2013	End Date (MM/DD/YYYY)	12/21/2013	First Quarter of Student Use	Winter 2014
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

This project is supported by the Associated Students, Incorporated and the Student Leadership and Development. "The Student Union Events Center is one of the premier facilities in the CSU system. However, as one of the SOAR Advisory Board Members, I have been frustrated with the limitations of the Student Union Events Center. Specifically, the shortage of audio/visual equipment and out dated sound-system. If the Student Union had the ability to upgrade its equipment and purchase additional projectors and screens, the SOAR program could expand. Currently, we must accommodate nearly 2,500 first time freshman during the month of July. This means we have to host six sessions with 350 student each. If the Events Center had two additional video projectors and screens and upgraded sound system, there is a possibility that SOAR program could host 700 students by setting up the room "Convocation Style." Instead of hosting six sessions, we could get down to three or four, thus saving thousands of dollars for the university in other costs. In short, the SOAR program supports the Santos Manuel Student Union in its request for Vital Technology funding. Cordially, Mark Hartley Director, Student Leadership & Development California State University, San Bernardino 909-537-3237"

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Santos Manuel Student Union			

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/11-de6eb2d899f758df49baf009779e4966_Events+Center+B+Budget+Template.xlsx

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Arts and Letters

Coyote ID 002802838 Patrick

Nicholson

nicholsp@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$14,956.43**FY 2014** 0.00**Proposal Category** College**PROPOSAL INFORMATION****Project Title:** Advanced Advising for Student Success**Project Abstract**

Academic advising is essential to student success and technology can help us make it better. To reach this goal I propose taking full advantage of the built in features of the Mac and/or windows operating system. Namely the calendars, e-mail, and contacts list features that facilitate easy communication between students and our advising office. These features are already built-in to every students e-mail account and are just waiting to be utilized and expanded upon. While the task of advising is often left to faculty members to handle on their own, the Liberal Studies finds itself in a unique situation. We don't really have faculty... we visit all of the other colleges and departments to compile our broad program. It is true on both our teaching tracks as well as our traditional liberal arts track. Because of this lack of faculty to provide advising for students, we have had the opportunity to run an office dedicated to advising. Allowing faculty to focus on their classes and us to focus on student progress. As a current staff member, past student of the program, and a current masters student in technology and education, I regularly run university reports to track our students and their academic progress. This reporting allows us to make decisions based on facts rather than conjecture. The next level is making this information available to the everyday employee and taking the information to the students around campus so they are not limited to having to come to us.

How many students will be impacted annually? 12,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Significant outcomes of implementing these devices would be bringing students up to date with current communication technologies, and allowing our office to more efficiently communicate with students. Almost every student has a "smart" phone, but many of them are not aware of how to use them to their full capabilities. As an example, I am regularly showing students how to do an initial log-in to the WIFI network on campus so that it will automatically connect each time they come to campus. Once this is accomplished, we move on to having their built in mail program automatically retrieve their student e-mail and alert them when something new comes in. This saves them from having to go in and check the mail, which they almost never do anyways. Once on board, they never miss an important e-mail again. Another method of communication is the built in calendar. With custom alerts for different events, students can more efficiently manage their time. They can actually do more while thinking less about it. They get to focus on the task at hand and let their calendar take care of alerting them when the next one is supposed to begin. Another mainstay of the built in communication tools is the contact list. This allows students to build a community and easily contact those in it. Again, these are tools that already exist in every students e-mail account. With our request, we will be able to foster better communication. With this, success is withing easy reach.

How will you measure whether the intended outcomes have been achieved?

We will use the database of students created within these computers to track all of the communications we take part in and compare them to what we have done in the past. We will also implement surveys, internal, and external reviews.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 04/01/2013**End Date (MM/DD/YYYY)** 06/30/2020**First Quarter of Student Use**

Spring 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/52-9ae0062b8221c8e8f4fda00acfc7bf17_Budget_LiberalStudies_21.xls

CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Natural Sciences

Coyote ID 000099982 Aaron

Moffett

amoffett@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED****FY 2013** \$6,750.00**FY 2012/2013 or 2013/2014** 0.00**FY 2014** \$44,900.00**Proposal Category**

General

PROPOSAL INFORMATION**Project Title:** Assistive Technology Trainings Fairs for Students with Disabilities and Faculty**Project Abstract**

Approximately 800 instructors teach the 610 students with disabilities (SWD) at CSUSB. Retention and graduation rates for SWD are lower than students without disabilities. Many students need assistive technology to help them succeed in the classroom however so many of them do not know about all the technology that is available for them or how to use the technology most efficaciously. Universal design related to assistive technology has been found to be effective and many universal design strategies have been implemented across campus to help SWD succeed. However, most of our 800 faculty members nor SWD have received training on assistive technology or universal design. Providing fairs where both students and faculty may learn about the assistive technology available for them along with training on how to use the technology should help SWD succeed in the classroom and in turn increase retention rates. We will provide quarterly trainings for our students and faculty on assistive technology. The trainings would coincide with other campus accessibility initiatives that follow the university and Chancellor's Office mission to ensure accessibility for all students. One all-day training will coincide with the DisAbility Sports Festival in October that approximately 2500 people attend, a stand-alone training in the winter, and another training connected with the ACCESS fair in the spring quarter. Attendees at the trainings will listen to a world-renown keynote speaker with a disability, be introduced to assistive technologies and taught how to use technologies that help students succeed in the classroom and increase graduation rates.

How many students will be impacted annually? 1,410,610,800**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Operational Outcome 1: CSUSB will offer quarterly trainings on assistive technology for all faculty and students with disabilities to help students move successfully through CSUSB. Student Learning Outcome 1: More students will learn about the assistive technology resources available to them and how to use them. Faculty Learning Outcome 1: An increase of faculty know how to use assistive technology resources and make their classrooms more universally designed so that they can help all students succeed in the classroom. Operational Outcome 2: Training workshops will follow campus accessibility guidelines and make classrooms more accessible for student success. Student Learning Outcome 2: Students will increase full participation of persons with disabilities at CSUSB. Faculty Learning Outcome 2: An increase in faculty will implement universal design techniques in their classroom to improve accessibility and student success.

How will you measure whether the intended outcomes have been achieved?

Operational Outcome 1: There will be 3 assistive technology information sessions throughout the year (one per quarter excluding summer quarter). Student Learning Outcome 1: There will be an increase in the number of students receiving training for assistive technology. All students will be offered the opportunity to attend individual or group assistive technology trainings. We will report the number of people attending the trainings. Faculty Learning Outcome 1: Currently faculty are not trained on using assistive technology. We will report the number of faculty who attend the trainings. Operational Outcome 2: CSUSB will be able to report the number of assistive technology trainings in their campus accessibility and assistive technology reports to the chancellor. Student Learning Outcome 2: Students will use the ACRC more frequently than they already do. The last two years, there were approximately 1400 visits to the ACRC lab. The database is currently down to give the number of individual students who visited the lab but we expect an increase in the number of students who visit also. Faculty Learning Outcome 2: Faculty will use the assistive technology and universal design techniques in the professional activities with students. We will report the number of faculty who use assistive technology in their professional activities with students.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 03/07/2013**End Date (MM/DD/YYYY)** 06/20/2014**First Quarter of Student Use**

Spring 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

We have discussed this project with various collaborating entities at CSUSB and have received support from them. These programs include Services for Students with Disabilities, ACRC, and Human Resources/Access Committee. SSD recognizes the need for increasing the retention and graduation rates and the importance of assistive technology in the success of students with disabilities. They recognize the vital need for students to receive training in assistive technology and faculty to learn how to make their classrooms and instructional materials accessible for all students. In collaboration with Dr. Moffett and the DisAbility Sports Festival, ACRC organizes an assistive technology training fair in the Coussoulis Arena lobby and will extend the program to include software trainings in the founders room. They will also coordinate the winter training session in the ACRC lab. Human Resources and the ACCESS committee hosts the ACCESS fair which includes another assistive technology fair. Again, in coordination with this ACRC will host the assistive technology fair and trainings associated with the ACCESS fair.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
DisAbility Sports Festival	20,000	Duplicating	

BUDGET FILE LINK

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CONTACT INFORMATION**University Unit** Campus Division

Academic Affairs

College of Social Behavioral Sciences

Coyote ID 003384744 Carolyn

McAllister

cmcallis@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED****FY 2013** 0.00**FY 2012/2013 or 2013/2014** \$20,000.00**FY 2014** 0.00**Proposal Category** College**PROPOSAL INFORMATION****Project Title:** Increasing On Campus Access to Pathway Distance Education Program Students**Project Abstract**

The School of Social Work began implementation of the Pathway Distance Education Program, an initiative to offer accredited, professional education to students who are unable to attend the main campus at CSUSB, in 2010. Course offerings are a mixture of fully online and blended courses, are currently available to BASW students, and will be available to MSW students in Fall, 2013. A literature review focused on social work distance education, feedback from our faculty, and evaluations feedback from students inform us there are essential features of quality social work education requiring students and faculty to connect with each other visually at a distance. Examples of this include participating in on campus classes and events, participating in group projects, engaging in role plays, and participating in student club activities. These activities require us to be able to offer videoconferencing for multiple distance students to call in and view a classroom at one time, and for those students to have the means to be seen and heard from their homes, so people in the classroom are able to build connections with students learning at a distance. Finally, this would allow us to invite speakers and guests from throughout the world to collaborate and participate in classes and other events. For these reasons, the School of Social Work is requesting the funds to update our Technology Learning Center to allow for multiple person videoconferencing and to fund cameras and microphones for students to check out as needed to work with each other.

How many students will be impacted annually? 270**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Operational Outcomes: 1. Ability to offer blended coursework to students living too far from campus to come on site. 2. Increased participation in student groups for students living at a distance from campus, or who are not on campus during group meetings. 3. Increased ability of students to videoconference with each other for group projects. 4. Increased ability of faculty to continue to use individual and group role plays as a teaching component, particularly in practice courses. Student Learning and Development Outcomes 1. Increased emotional connectedness for students in the program to each other and to faculty. 2. Increasing student motivation and commitment to strong performance in the program. 3. Increased participation in student club activities. 4. Improved grades in classes requiring extensive group activities.

How will you measure whether the intended outcomes have been achieved?

We have been measuring student success and feedback regarding our Pathways Distance Education Program using quarterly surveys and informal faculty feedback. We already include measures in these surveys to measure students connections to each other, connections to faculty, and amount and type of communication between students, and students with faculty. We will use those measures to examine the impact of the equipment purchased through the Vital Technology Grant. Additionally, we will ask club leaders to work with club leadership to see if this technology has improved access for students to club meetings and activities.

PROJECT TIMELINE**Start Date (MM/DD/YYYY)** 7/1/2013**End Date (MM/DD/YYYY)** 9/1/2013**First Quarter of Student Use**

Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

We spoke with current students in the BASW program that have already experienced online and/ or blended learning environments. They agreed that having the capability to engage with off campus students for group work and in class would have been a great benefit to all student learning. Student club (Phi Alpha and Future Social Workers in Action) leaders also agreed this type of technology might make increased participation in club activities possible.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
School of Social Work	\$1,000.00		

BUDGET FILE LINK

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CONTACT INFORMATION

University Unit Campus Division Academic Affairs Academic Resources
Coyote ID 000003561 Kimberley Cousins kcousins@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$10,230.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** PollEverywhere Campus Accounts as a cost-effective alternative to clickers**Project Abstract**

PollEverywhere is a commercial product that allows students to use their cell phones or web enabled devices to answer polls during class, as an alternative to clicker technology for instruction. For this project, 30 revolving faculty accounts for unlimited access to PollEverywhere are requested, along with modest support for faculty workshops to learn to use the technology, and administrative support for maintaining accounts and documenting project success. This project will save potentially thousands of students tens of thousands of dollars in clicker purchase and fees, while providing faculty a valid alternative to clickers to improve classroom interactivity

How many students will be impacted annually? 3,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Clicker technology has been well documented as a means for promoting student interaction during class, and classroom management. Many CSUSB faculty members have adopted this technology, especially to promote learning in ever-larger classes. Others, however, have been reluctant to burden students with yet another cost for instruction, or do not wish to hassle with broken/incompatible/uncharged clickers, base stations, and so forth. With PollEverywhere, students can use devices they own and already carry, to respond during class. Using PollEverywhere, faculty can run real time polls, obtain reports, and so forth from any smart classroom.

How will you measure whether the intended outcomes have been achieved?

In order to maximize PollEverywhere use, the TRC will hold quarterly workshops on using PE, and will provide faculty access to accounts on a rolling basis. Success will be measured both quantitatively and qualitatively. Quantitative data will include: the number of faculty attending workshops and requesting PE accounts; the number of polls prepared and used by faculty; the number of repeating quarters faculty use the technology, and of course, the total numbers of students who participate in the polls. Qualitative data will be gathered from faculty who will complete a short survey addressing student learning, when they renew their PollEverywhere access each quarter, or upon surrender of their access.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	08/15/2013	End Date (MM/DD/YYYY)	06/30/2014	First Quarter of Student Use	Fall 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

Kim Costino, head of the TRC is a co-sponsor of this request. She is committed to integrating technology in classes, and increasing interaction in large lectures. Here is her response to the proposal draft: The proposal looks great to me. I am definitely interested in pursuing this. TRC's students assistant would be able to collect and manage our data. He's a grad student is computer science, so he's good at this!

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
TRC budget	per workshop co		

BUDGET FILE LINK

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CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Education
Coyote ID 000012414 Robert Garcia rgarcia@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$24,451.50	FY 2014	0.00	Proposal Category	College
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PROPOSAL INFORMATION**Project Title:** Research and Clinical Skill Development for Graduate and Doctoral Students Project**Project Abstract**

The College of Education submits the "Research and Clinical Skill Development for Graduate and Doctoral Students Project" for review and consideration. This project will provide an opportunity for graduate and doctoral students to study improved reading comprehension in children and adults with special needs (i.e., Deaf/Hard of Hearing, Dyslexia, ADD/ADHD, PTSD [veterans], etc.). This project will allow the continuation of an earlier pilot research project studying the effectiveness of cognitive rehabilitation on the reduction of symptoms of PTSD (post-traumatic stress disorder) in veterans and a second research pilot project exploring the effectiveness of cognitive rehabilitation on behavioral and learning disorders in children. With vital technology funds, the COE will purchase 10 Lenovo Think Pads, 6 HP Touch Screen Systems, a 5-year license for Mind Power Builder Software, IVA Tests & Report package, Assistive Technology Accessories, Dragon Naturally Speaking Software and a DaVinci HD Video Magnifier. Vital Technology funding will be used in conjunction with a \$25,000.00 grant from Southern California Edison to provide improved collaboration with local school districts and community members. The funding will allow the College to expand research and clinical skill development for graduate and doctoral students and increase access to equipment for students with disabilities. In addition, this project will provide students with access to emerging technology in the application of case management skill development. Through the use of this technology, students will learn treatment methods and effective interventions. Total Vital Technology Funds Request \$24,452.00
 College Matching Funds \$29,000.00 Total Project Budget \$49,452.00

How many students will be impacted annually? 275**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

- This project will help improve student success by providing increased access to technology to further develop graduate and doctoral students' clinical research skills and case management skills that students need to be competitive in the today's job market.
- This project will differentiate CSUSB College of Education graduates and doctoral students through the acquisition of skills unique to the cognitive rehabilitation treatment protocols.
- The project will help increase the use of assistive technology for students at CSUSB, K12, as well as members of the community who have low vision. In addition, this project will allow the expansion of services to our student population with special needs.
- The project will assist the College of Education in further supporting our graduate and doctoral students in their work with K-12 students in the community by enhancing our collaboration with local school districts, community agencies and related partners.
- The project will build on existing programs by providing students with additional opportunities to enhance their academic programs and extend connections with community partners.
- The project will enhance collaboration between campus entities such as ACRC, Veteran's Center, Student Health and Counseling Center and the Institute for Research, Assessment & Professional Development in the College of Education.

How will you measure whether the intended outcomes have been achieved?

- Through a 30% increase in the number of research projects, submissions of IRB applications, completion of research projects, presentations, and publication of research results.
- By enhanced skill development in clinical case management across the graduate and doctoral programs in the College of Education.
- By a 10% increase in the number of students with special needs served. Service requests logged by technical staff.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	03/04/2013	End Date (MM/DD/YYYY)	03/03/2014	First Quarter of Student Use	Spring, 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

This proposal is fully supported by the Office of the Dean, the Doctoral Studies Program and related Master's Programs. Vital technology grant funds will enable the College to introduce research opportunities for our doctoral and master's programs as well as provide cutting edge technologies to students in advanced practicum courses.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Southern California Edison Education Grant	\$25,000	COE funds for assistive technology accessories	\$4,000

BUDGET FILE LINK

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CONTACT INFORMATION

University Unit Campus Division Student Affairs
Coyote ID 000064089 Beth Jaworski bjaworsk@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$35,234.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$12,491.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Promoting Success of Students with Disabilities through Technology**Project Abstract**

Technology has become an important aspect of the learning environment for all students. For students with disabilities, technology is critical in providing equal access, promoting success, and leading to an unprecedented level of independence not previously experienced by earlier generations. Finally, technology facilitates student learning and development. This Student Vital Technology Initiative proposal will serve to meet these goals through 4 components: (1) purchase of computer hardware, software (i.e., assistive technology) and specialized equipment that will be used directly by visually, physically and learning disabled SSD students in additional on-campus testing space at the San Bernardino campus and new testing space at the Palm Desert Campus; (2) purchase of computer hardware that will be used by SSD deaf/hard-of-hearing students, who do not utilize American Sign Language, to access verbal lecture material visually (i.e., via remote real-time captioning); (3) purchase of technical equipment (a high speed scanner) used by SSD staff in the production of alternative formats of print materials for visually, physically and learning disabled SSD students; and (4) purchase of textbooks for visually, physically and learning disabled SSD students with print-related disabilities, who participate in textbook rental programs (i.e., so students may participate in such programs while upholding copyright law), and/or production of braille textbooks for visually impaired SSD students.

How many students will be impacted annually? 130**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The following operational outcomes are expected: (1) increased availability of testing appointments and easier ability to schedule last minute and rescheduled exams at both campuses; (2) increased availability of real-time captioning and fewer technical problems with hardware; (3) increased capacity to produce alternative format materials and faster turn-around on last minute requests; (4) increased participation in textbook rental programs and availability of braille textbooks; and (5) increased student satisfaction with services. The following student learning and development outcomes are expected: (1) increased knowledge, skill, and self-efficacy for using computers with assistive technology; (2) increased use of assistive technology in non-testing situations; (3) enhanced independence and self-efficacy for using real-time captioning; (4) enhanced ability to self-advocate for disability-related accommodations.

How will you measure whether the intended outcomes have been achieved?

Operational outcomes will be tracked in the departmental database and evaluated through statistical comparison of data pre- and post-implementation. Student learning and developmental outcomes will be evaluated through satisfaction and usage surveys that include both qualitative and quantitative questions.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	06/17/2013	End Date (MM/DD/YYYY)	06/30/2014	First Quarter of Student Use	Summer 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

Leon McNaught, Coordinator of the Assistive Computing Resource Center of the IRT Division, endorses this proposal to promote and enhance equal access and success of students with disabilities through technology."

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

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CONTACT INFORMATION

University Unit Campus Division Administration and Finance
Coyote ID 001691078 Don Soderbloom dsoderbl@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$8,440.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Surviving an Active Shooter Incident**Project Abstract**

As the campus emergency manager, I am proposing that CSUSB, students in particular, receive critical guidance in the form of online training (which would be available 24/7 on the campus Intranet) on how to recognize and survive an active shooter incident. Sadly, we have seen a dramatic increase in the number of active shooter incidents on university and college campuses across the country (three in the past week). Here at CSUSB, we need to empower students with knowledge and strategies for preventing and surviving such an incident. I would like for our students to feel confident in their ability to respond appropriately in times of crisis. This will allow them to spend more time concentrating on maximizing their potential and achieving their educational goals. The program I recommend we purchase is quickly becoming the industry standard. It is presented by the Center for Personal Protection & Safety and entitled, SHOTS FIRED ON CAMPUS, When Lightning Strikes - Student Edition. The cost of the training program, to include the one-time license purchase (no annual fees, program licensed for use in perpetuity), is \$8,440. Included in the program is the 20 minute instructional DVD, reproducible course training materials on CD-Rom, License rights for Intranet/streaming and free content upgrades/revisions, as available, for 5 years. My sincere hope is that you will seriously consider this program as a means of investing in your future. Thank you in advance for your consideration.

How many students will be impacted annually? 18,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The program will be readily accessible (CSUSB Intranet) and students will have the opportunity to learn, in 20 minutes, strategies that will help ensure their safety. That said, I anticipate that the outcome will be a student body capable of responding appropriately to an active shooter incident. This will improve, exponentially, their chances for surviving such an encounter.

How will you measure whether the intended outcomes have been achieved?

Quarterly surveys will be conducted to determine the number of students who took advantage of the training, either for the first time or as a refresher, and those who did so will be asked to provide feedback, in the form of a questionnaire, on whether, as a result of the training, they feel empowered to respond appropriately to an active shooter incident.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/01/2013	End Date (MM/DD/YYYY)	12/31/2014	First Quarter of Student Use	Spring 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

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CONTACT INFORMATION**University Unit** Palm Desert Campus (PDC)**Coyote ID** 003287777 Brandi Jack

jackb@coyote.csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$943.52	FY 2014	0.00	Proposal Category	College
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PROPOSAL INFORMATION**Project Title:** Student Saving Project**Project Abstract**

At PDC, student store and library hours are very limited. Printing for students at these locations is not only a hassle, but can also be costly. This project will provide all CSUSB students access to a printer. Printing will be free of charge, but students must provide their own paper. It is similar to the biology lab at SBC. The difference is there will be only one computer. The computer will be for printing only. Additional ink will be provided by the department.

How many students will be impacted annually? 200**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The outcome of this project is to provide the broke student with an opportunity to save money. As a nursing student, I alone will print 20 to 30 pages on one paper. I know that many students, especially in this economy will be grateful for such a wonderful opportunity.

How will you measure whether the intended outcomes have been achieved?

The outcomes will be measured by student feedback and satisfaction.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	03/15/2013	End Date (MM/DD/YYYY)	04/15/2013	First Quarter of Student Use	Spring 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

I, Brandi Jack, am the President of Coyote Nurses of the Desert. I received an email about the Vital Technology Initiative and brought it up to the rest of the officers. Some students brought up the fact that there is no free printing like there is on at SBC and felt that it would be benefical for the PD campus to have this type of resource. We fully support this proposal.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

<http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/35-9fc0e5a23d565a087b1cf1b8a4eb4cc4 Printer+and+Computer.xls>

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Social Behavioral Sciences
Coyote ID 000034449 Anas (David) Nimri dnimri@csusb.edu

Student Organization Name

Funding Year One Year FY 2012/2013 or FY 2013/2014

AMOUNT REQUESTED

FY 2013 0.00 **FY 2012/2013 or 2013/2014** \$29,635.20 **FY 2014** 0.00 **Proposal Category** College

PROPOSAL INFORMATION

Project Title: REPLACE SB463 COLLEGE LAB COMPUTERS

Project Abstract

Current computers are 4 to 5 years old and unable to keep up with software requirements such as windows 7, new versions of instructional software (Such as SPSS) which is hindering student usage. The systems are also out of warranty and slow thus more prone to failure and are limiting the efficiency of IT staff and faculty.

How many students will be impacted annually? 4,600

What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?

Having access to a computer lab with the latest systems that can handle the needs of current and future instructional standards will only help solidify student success. An upgraded lab will increase student use, satisfaction (less time waiting for systems to process computations) and allow students better use of limited time.

How will you measure whether the intended outcomes have been achieved?

Student usage of lab systems and printing will be monitored and reports will be provided upon request.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 06/17/2013 **End Date (MM/DD/YYYY)** 09/13/2013 **First Quarter of Student Use** Fall 2013

PROJECT COLLABORATION

Statements of support by collaborating organization(s) or department(s) (if applicable)

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/53-a0b33fedd5fd845263920a5f7d9f57e7_Budget_SBS463.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Social Behavioral Sciences
Coyote ID 000034449 Anas (David) Nimri dnimri@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013 0.00 **FY 2012/2013 or 2013/2014** \$24,710.40 **FY 2014** 0.00 **Proposal Category** College

PROPOSAL INFORMATION**Project Title:** REPLACE SB461 COLLEGE LAB COMPUTERS**Project Abstract**

Current computers are 4 to 5 years old and unable to keep up with software requirements such as windows 7, new versions of instructional software (Such as SPSS) which is hindering student usage. The systems are also out of warranty and slow thus more prone to failure and are limiting the efficiency of IT staff and faculty instruction.

How many students will be impacted annually? 4,600**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

Having access to a computer lab with the latest systems that can handle the needs of current and future instructional standards will only help solidify student success. An upgraded lab will increase student use, satisfaction (less time waiting for systems to process computations) and allow students better use of limited time.

How will you measure whether the intended outcomes have been achieved?

Student usage of lab systems and printing will be monitored and reports will be provided upon request.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 06/17/2013 **End Date (MM/DD/YYYY)** 09/16/2013 **First Quarter of Student Use** Fall 2013

PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/52-f72c82559bc99ff18470d8d6c20b0904_Budget_SBS461.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs College of Social Behavioral Sciences
Coyote ID 000034449 Anas (David) Nimri dnimri@csusb.edu

Student Organization Name

Funding Year One Year FY 2012/2013 or FY 2013/2014

AMOUNT REQUESTED

FY 2013 0.00 **FY 2012/2013 or 2013/2014** \$22,809.60 **FY 2014** 0.00 **Proposal Category** College

PROPOSAL INFORMATION

Project Title: REPLACE SB459 COLLEGE LAB COMPUTERS

Project Abstract

Current computers are 4 to 5 years old and unable to keep up with software requirements such as windows 7, new versions of instructional software (Such as SPSS) which is hindering student usage. The systems are also out of warranty and slow thus more prone to failure and are limiting the efficiency of IT staff and faculty instruction.

How many students will be impacted annually? 4,600

What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?

Having access to a computer lab with the latest systems that can handle the needs of current and future instructional standards will only help solidify student success. An upgraded lab will increase student use, satisfaction (less time waiting for systems to process computations) and allow students better use of limited time.

How will you measure whether the intended outcomes have been achieved?

Student usage of lab systems and printing will be monitored and reports will be provided upon request.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 06/17/2013 **End Date (MM/DD/YYYY)** 09/16/2013 **First Quarter of Student Use** Fall 2013

PROJECT COLLABORATION

Statements of support by collaborating organization(s) or department(s) (if applicable)

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/55-0d37ce87ca7ab37430fa3f98742c5809_Budget_SBS459.xls

CONTACT INFORMATION

University Unit Campus Division Administration and Finance
Coyote ID 001691078 Don Soderbloom dsoderbl@csusb.edu

Student Organization Name

Funding Year One Year FY 2012/2013 or FY 2013/2014

AMOUNT REQUESTED

FY 2013 0.00 **FY 2012/2013 or 2013/2014** \$5,000.00 **FY 2014** 0.00 **Proposal Category** General

PROPOSAL INFORMATION

Project Title: Enhancement of CSUSB Mobile App

Project Abstract

We are currently in the process of developing a Campus Traffic Evacuation Plan to support the campus in case of an emergency. The purpose of the plan is to disperse traffic to minimize congestion while directing students, staff, faculty and visitors to the nearest campus exit. I anticipate completing this plan on or before 02/16/2013. I am hopeful that you will authorize the funding necessary to incorporate this plan into the CSUSB Mobile App, where it will be readily accessible by students using smartphones. If we can ease students' concern for their safety, I'm confident it will translate to improved academic success. Placing this information at their fingertips will help ensure student safety in times of crisis.

How many students will be impacted annually? 18,000

What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?

Students having ready access to the Campus Traffic Evacuation Plan will serve to further our emergency preparedness efforts. If and when a campus evacuation is ordered, students will have, at their fingertips, a guide for exiting the campus based on their current location. With this safety measure in place, students will be able to focus on their educational goals rather than worrying about what they will do if disaster strikes.

How will you measure whether the intended outcomes have been achieved?

A quarterly survey will be conducted to determine the number of students who are taking advantage of this technology and their level of concern regarding their safety.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 04/01/2013 **End Date (MM/DD/YYYY)** 12/31/2014 **First Quarter of Student Use** Spring 2013

PROJECT COLLABORATION

Statements of support by collaborating organization(s) or department(s) (if applicable)

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

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CONTACT INFORMATION

University Unit Campus Division Student Affairs
Coyote ID 002699124 Christopher Bohse cbohse@csusb.edu

Student Organization Name**Funding Year** One Year FY 2012/2013 or FY 2013/2014**AMOUNT REQUESTED**

FY 2013	0.00	FY 2012/2013 or 2013/2014	\$49,964.00	FY 2014	0.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Coyote Insider Social Media Project**Project Abstract**

The Coyote Insider is a Video-log, to keep all students (Current & Incoming prospective) informed on important (primarily Student Affairs) dates, events, deadlines, and information necessary to successfully begin and continue their education at CSUSB. The format is designed to dramatically increase communication between our institution and the student body by strategically inserting the pertinent information in an entertaining way on a few of the most widely used social media websites. (i.e. YouTube, Facebook, and twitter) The target would be to eliminate confusion generated by constantly changing circumstances and avoid mistakes that could lead to dismissal and, consequently, slightly increase the retention and graduation rate. Two additional internship positions, specifically geared toward social media, would be created for this project increasing the potential for students to gain both experience in applying concepts learned in the classroom related to this field. (i.e. communications, marketing, music, art, graphic design, and theater arts) The cost would be roughly \$3.00 per potential student affected one time only and the staff to implement the project that is already in place. If funded, the project could be implemented in time for Spring and Fall 2013. We plan to measure our success by using a combination of Student Satisfaction Surveys and usage counts tied to the websites and videos. Once the equipment listed on the budget is received the project will be implemented immediately.

How many students will be impacted annually? 16,500**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

The intended operational outcomes are as follows: Increased efficiency of all student affairs offices by reducing phone traffic. Increased student attendance for department sponsored events and workshops. Increased success in communications with the potential and current student body regarding vital admissions, registration, financial aid and campus updates. Increased awareness and retention of student body by reducing confusion related to misinformation and changing circumstances. Intended Student learning and development outcomes are as follows: Creating internships in which students can demonstrate their talents by using concepts learned in the classroom. Students will develop their technical skills and work in a professional and service learning environment. Students will develop professional portfolios by taking advantage of life-long learning opportunities, and participate in projects that will allow them to serve as role models to prospective and current students, enhance their career networking experience, and prepare them for their professional and future endeavors. Students will learn greater organizational and leadership skills necessary to start and finish projects assigned to them in a timely manner. Students will have the opportunity to actively engage with the campus community and work with the most up-to-date and sophisticated video/photo editing software.

How will you measure whether the intended outcomes have been achieved?

In order to determine the success of operational outcomes, reports on phone traffic, admissions, registration, and financial aid are already automatically generated and can be reviewed to determine if enrollment, registration, retention, and graduation targets are being met. Student satisfaction surveys will be attached to each video produced and published in order to gauge if students are finding the videos useful and informative with a comments section attached for individual feedback. Additionally, the usage counts and comments section on YouTube Analytics and Facebook are already in place and can help us determine the number students actually being reached over a period of time for each individual video produced. The student interns can also be surveyed at the end of each term to determine if the project opportunity is meeting their expectations. The attendance of department sponsored events can be individually monitored and compared to survey data acquired over the last several years.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/02/2013	End Date (MM/DD/YYYY)	04/02/2014	First Quarter of Student Use	Spring 2013
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)****COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM**

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/53-a957b0f33c6f6197e47f91d4e282b406_Coyote+Insider+Budget.xlsx

CONTACT INFORMATION

University Unit Campus Division Academic Affairs Online & Distributed Learning
Coyote ID 000112293 Mihaela Popescu popescum@csusb.edu

Student Organization Name**Funding Year** Two Years FY 2012 - 2014**AMOUNT REQUESTED**

FY 2013	\$40,000.00	FY 2012/2013 or 2013/2014	0.00	FY 2014	\$40,000.00	Proposal Category	General
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PROPOSAL INFORMATION**Project Title:** Center for E-Learning**Project Abstract**

This proposal asks for funds to create a joint ODL/TRC Center for E-Learning whose objectives are to (1) test and acquire e-learning authoring software and other online content creation tools; (2) assist instructors in designing, implementing and managing fully online classes, particularly bottleneck GE classes; and (3) train instructors in how to use the online tools thus created. Our vision is one in which instructors would meet with the new Center's team of trained students and consultants, discuss their course needs, specifications, and learning outcomes, and receive a personalized, fully designed course package ready for delivery on desktop, laptops, and mobile devices at the beginning of a quarter. We believe it is important that the Center's team is inclusive of the population it wants to serve. Thus, the staff will include both students and instructors with technical and pedagogical expertise and will consult with students periodically to understand their learning needs and course delivery preferences.

How many students will be impacted annually? 4,000**What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?**

This joint proposal from ODL/TRC addresses the needs of students for high quality online instruction. Online classes are popular with our students, many of whom work full-time. We need online instruction for bottleneck GE classes whose schedule constraints increase students' time to graduation. Many existing online classes consist of instructional notes posted on Blackboard, rather than immersive online content, and do not properly engage students. Interactive online content is necessary not only for online classes, but also for creating better online training videos for other organizations on campus, such as training videos on how to create a successful resume, how to complete various forms, or how to use particular technologies already available to the campus. Successful e-learning software packages (such as Articulate Storyline) are able to create rich, immersive and interactive content that will deliver a better learning experience and educational environment for our students. Many instructors have neither the needed software, nor the technical knowledge to use it. Instructors do not know how to think about developing an online course from scratch, and are unsure what online approaches work best with their particular courses. Finally, there is no established feedback mechanism. The main outcomes of this proposal are: (1) more online courses; (2) more diverse and creative course content to increase student engagement and improve student learning; (3) increased student and instructor satisfaction with online courses; and (4) increased student and instructor acceptance of online courses as viable media of instructors.

How will you measure whether the intended outcomes have been achieved?

1. Number of new GE online courses offered each year: This initiative would significantly assist thousands of students following the development of 5 high impact general education courses. Making these courses available online would enable more students entry into the courses and would speed graduation. 2. Qualitative analysis of online instructional materials 3. Results of surveys administered at the end of the course 4. Access statistics

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	04/01/2013	End Date (MM/DD/YYYY)	06/30/2014	First Quarter of Student Use	Fall 2014
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PROJECT COLLABORATION**Statements of support by collaborating organization(s) or department(s) (if applicable)**

TRC will offer support for this proposal in the form of workshops and partial course buyout for faculty. ODL will provide personnel assistance.

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1088727/52-f633b7b7082df3cef5262e44556fe7de_Budget_Template_21.xls

CONTACT INFORMATION

University Unit Campus Division Academic Affairs Online & Distributed Learning
Coyote ID 000102257 Takiya Moore tmoore@csusb.edu

Student Organization Name

Funding Year One Year FY 2012/2013 or FY 2013/2014

AMOUNT REQUESTED

FY 2013 0.00 **FY 2012/2013 or 2013/2014** \$64,845.00 **FY 2014** 0.00 **Proposal Category** General

PROPOSAL INFORMATION

Project Title: SOAR Online

Project Abstract

Presently SOAR is a campus based program required for all new undergraduate students prior to matriculation. SOAR provides key resources and tools to help ease the transition into the CSUSB community. During SOAR students: Learn about services and resources available at CSUSB; plan their academic schedule and register for classes; become familiar with CSUSB policies and procedures; build Coyote Power, Responsibility, Integrity, Determination, Enthusiasm (PRIDE). This proposal is for the expansion of this program to an online format with the inclusion of the following non-traditional student groups: transfer, international, online. Presently there is not an orientation for the non-traditional student groups listed that facilitates their transition into the Coyote family. It is anticipated that this extension of best practice in retention efforts would improve the retention and graduation rates of the non-traditional student populations at a comparable level to those experienced in the traditional student population. The effort for this project will be a cross-divisional effort led by the Online and Distributed Learning staff and will leverage pre-existing resources whenever possible.

How many students will be impacted annually? 3,400

What are your intended Operational Outcomes and/or Student Learning and Development Outcomes?

We expect to see an improvement to the retention and graduation rates of our online, transfer and international student populations.

How will you measure whether the intended outcomes have been achieved?

Statistical tracking of graduation and retention rates by the CSUSB Institutional Research division.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 06/01/2013 **End Date (MM/DD/YYYY)** 06/30/2014 **First Quarter of Student Use** Fall 2014

PROJECT COLLABORATION

Statements of support by collaborating organization(s) or department(s) (if applicable)

COLLABORATIONS OR ENDORSEMENT ALLOCATED TO PROJECT/PROGRAM

Source	Amount	Source	Amount
Online and Distributed Learning			

BUDGET FILE LINK

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