

CONTACT INFORMATION
University Unit Campus Division
CoVote ID 002802838 Patrick
Student Organization Name Academic Affairs
 Nicholson (909) 537-3711
 College of Arts and Letters

AMOUNT REQUESTED

\$7927.00

Proposal Category Collece

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. This was what we proposed last year and the VTI committee listened. The Liberal Studies has spent the last year taking full advantage of the built in features of the iMac platform to improve its office logistics and advising process. With more than 4,000 logged advising visits in just 2 full quarters of use, the star of the show has been iMac's built-in calendar. We have developed a system that begins with students checking in electronically, proceeds to an advising session that is recorded as an event in the calendar, and ends with a follow-up e-mail from their adviser days later to tie up any loose ends. While individual advisers log questions and answers throughout the quarter, the administration is able to monitor and analyze the data every step of the way using the built-in Applescript programming language. We are beginning to track trends such as when students are coming to the office and what the most common concerns are. Instead of forming plans based on conjecture, we are beginning to implement solutions based on real data. Even with this success, we have come up short on our original plan. We have wielded these tools with great effectiveness in our office procedures, but have not effectively passed this knowledge to the everyday student. To this end, we request this year 5 additional iMac computers to replace the hodge-podge of donated machines in our student lounge.

How many students will be impacted annually?

12,000

What are your intended Process Outcomes and/or Student Learning Outcomes?

With much of our operational outcomes met through our first year's allocation, it is time to focus on learning outcomes. As stated in our first year proposal, many students need to be brought up to date with current communication technologies. Every student has a university sanctioned e-mail account that contains all of the same tools we have used to advance our office procedures. The three learning outcomes we intend our students to have are directly related to these tools and are as follows. Every student should be able to: 1. Manage multiple e-mail accounts. In fact, we don't want our students to ever check their e-mail again. Students will learn how to let their e-mail notify them when something new arrives. Combined with customizable rules for organizing communications, our students will be able to stay in better contact and be well informed. 2. Manage a contacts list using the industry standard vCard format. Without typing them in by hand, students will learn how to share contact cards with others so that at school and in their careers they can improve networking opportunities. 3. Manage a calendar that accurately reflects their different obligations. Students will be able to keep track of their busy schedules with custom alerts and scheduling features that take the hassle out of coming together with others. The combination of these three tools will help our students take the stress out of managing the digital side of their lives and allow them to focus on daily tasks.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

As I begin to wrap up my masters degree in Instructional Design, I will lead the way in developing a series of videos that will serve as a supplement to the help students will receive from our peer advisers. To measure the extent to which students learn what we intended them to, we will hold focus groups within the Liberal Studies assessment courses and distribute surveys to the entire major. We will also begin to elicit responses from our students through these communication tools. For example, given our ability to track exactly who comes into our office and what they did while there, we will send out a short thank you and survey and track the responses we receive. In addition to our internal measures, we will invite external reviews of our outcomes.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 7/1/2014 12:00:00AM

End Date (MM/DD/YYYY) 12/18/2020 12:00:00AM

First Quarter of Student Use

Summer 2014

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

To the Vital Technology Initiative Committee, My name is Julio and I currently serve as the student director of the Peer Advising for Liberal Studies office. I write this letter today in support of the great work that Patrick Nicholson, Administrative Support Coordinator for the Liberal Studies, has done in regards to infusing technology into our daily advising practices. During the summer of 2013, the advising side of our office was equipped with brand new iMac computers. The entire office was excited to have new equipment, but we had no idea that these computers would completely change how we advise our students. Instead of writing in files by hand, we now use the iMac's calendar program to track advising visits. We have a system where we can mark a visit that needs follow up attention so that a student is never left waiting for an answer. Once we do receive an answer from the administration on a particular issue, we are able to let the student know by phone or, as most of us prefer, by e-mailing them with an e-mail account that we received just for work. This helps us communicate with the students conveniently while maintaining our privacy.

Many of us in the Peer Advising office have taken what we have learned at work and applied it to our personal lives. For example, we take advantage of the calendar interface on our phones, laptops, and tablets to map out our entire academic quarter, much like we used to do in paper calendars. But what makes the iCalendar so much better is that it reminds us throughout the quarter of those things we put in it. There is no continuous shuffling through it to see what needs to be done. This also helps when scheduling in social events. We always have our phones handy, so when someone wants to get together we can see exactly when we are free. Another example of taking what we have learned at work to our personal lives is dealing with our bills. Many of us keep track of the payments we have to make in the calendar so that we are never late on a credit card or rent.

Privileged to work in such a sophisticated office. When Patrick came to us for a letter of support in regards to expanding what he has done for our advising office, we were more than willing. He tells us that he wants to take what we have on the advising side of our office and make it available on the student lounge side so that we can help every Liberal Studies student take advantage of these tools. We believe that access to learning these tools would benefit every student and help them succeed in their academics, personal lives, and eventually their careers. Julio Avila-Torres Student Director Peer Advising for Liberal Studies

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveyjzmoreponsesponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/54-a1edce0f3b58166ca681836000183ba0_LS_Vital_Budget_Template_2014.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name:

Date:

CSUSB UNIT

Division

Department:

Year:

Requester:

Matching funds

Taxes %

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	iMac Desktop Computer	For student use in advising office	5	\$ 1,468.00	\$7,340
2					0
3					0
4					0
5					0
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
Total Project					7,340
Taxes					587
Shipping (Type cost of shipping in here) ----->					Grand Total
					\$7,927

CONTACT INFORMATION

University Unit Campus Division

Academic Affairs

Pfau Library

Coyote ID 004199129 Jonathan

Smith 909-537-3492

Student Organization Name**AMOUNT REQUESTED**

\$66250.00

Proposal Category

General

PROPOSAL INFORMATION**Project Title:**

Expansion of Library Laptop Lending

Project Abstract

In the fall of 2012 Pfau Library implemented a laptop lending program. The lending program was an immediate success, with student demand far outstripping the supply of laptops. Though the number of laptops have since increased to the current total of 60 laptops, it still doesn't come close to meeting the demand. Between September 1 and December 19, 2013, the 60 laptops were checked out a total of 9,096 times - an average of 82.7 checkouts per day over 110 calendar days. During the fall 2012 quarter 40 laptops were checked out a total of 3,835 times. From fall 2012 to fall 2013 the number of checkouts have increased 138% despite only a 50% increase in inventory. On most schooldays the entire inventory is checked out by 11:00am. Students even line up at the Check-Out Desk to wait for a laptop to be returned, so that they may borrow it. This funding request proposes adding 40 laptops to the current inventory. These laptops will provide a similar computing experience as the those currently used, building on our successful past deployments. 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. A student survey conducted in 2013 found that there was not a clear preference of operating system - in fact, many respondents use both operating systems. We would also purchase two storage carts that would provide charging and storage capabilities.

How many students will be impacted annually? 2,000**What are your intended Process Outcomes and/or Student Learning Outcomes?**

1) 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. 2) 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.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

1) To measure use we will gather circulation statistics from our check-out system, which record the time, day, and duration of every check-out; and compare with past circulation statistics to determine the change in use. 2) To evaluate impact on the student experience and success we will survey the students who use the laptops during a select period of time.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 7/1/2014 12:00:00AM End Date (MM/DD/YYYY) 8/29/2014 12:00:00AM First Quarter of Student Use Fall 2014

PROJECT COLLABORATION

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

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount

BUDGET FILE LINK
http://surveygizmo.com/pondseuploads/s3.amazonaws.com/fileuploads/1963559/1498670/52-4acab002cb46879fb54c8860ed21471_libraryLaptopBudget.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS	
Project Name: Expansion of Library Laptop Lending	
Date: 3/21/2014	
CSUSB UNIT	Year: 2014-15
Division	
Department: Pfau Library	Requester: Jonathan Smith
Matching funds \$ -	
Taxes %	

HARDWARE/SOFTWARE/APPLICATIONS					
Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	MacBook Pro 13"		40	\$ 1,179.00	\$47,160
2	AppleCare		40	\$ 183.00	7,320
3	Magsafe 60 watt Adapter		40	\$ 79.00	3,160
4	Bretford Mobility Cart for MacBook		2	\$ 1,599.95	3,200
5	California EWR Fee		40	\$ 3.00	120
6	DeepFreeze Enterprise for Windows		40	\$ 66.00	2,640
7	DeepFreeze for Mac (OS X)		40	\$ 66.00	2,640
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
Total Project					66,240
Taxes					0
Shipping (Type cost of shipping in here) ----->					Grand Total
					\$66,240

CONTACT INFORMATION
 University Unit Campus Division
 Coyote ID 000064089 Beth
 Student Organization Name

Student Affairs
 Jaworski 909-537-3589

AMOUNT REQUESTED
 \$80162.00

Proposal Category General

PROPOSAL INFORMATION

Project Title: Enhancing Access and Promoting Success of Students with Disabilities through Technology

Project Abstract

Technology is important aspect of the learning environment for all students. For students with disabilities, technology is critical to providing equal access, promoting success and leads to an unprecedented level of independence not previously experienced by earlier generations. Finally, technology facilitates student learning and development. This SVTI proposal will meet these goals through: (1) purchase of computer hardware, software (i.e., assistive technology) and specialized equipment that will be used by visually, physically and learning SSD (Services with Disabilities) students in new testing space at the San Bernardino and Palm Desert campuses; (2) purchase of software that compresses computer files so large files can be delivered to students who use electronic versions of texts (i.e., visually, physically and learning disabled SSD students); and (3) 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 production of braille textbooks for visually impaired SSD students.

How many students will be impacted annually? 430

What are your intended Process Outcomes and/or Student Learning Outcomes?

The following student learning outcomes are expected: (1) increased knowledge, skill, and self-efficacy for using computers with assistive technology; (2) increased use of assistive technology in testing and non-testing situations; (3) enhanced ability to self-advocate for disability-related accommodations. The following process outcomes are expected: (1) increased availability of testing appointments and easier ability to schedule last minute and rescheduled exams at both campuses; (2) increased ability to provide compressed files to students; and (3) increased participation in textbook rental programs and availability of braille textbooks.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

Student learning outcomes will be evaluated through satisfaction and usage surveys that include both qualitative and quantitative questions. Overall, student satisfaction will be at least 90%. Student learning outcomes will also be assessed through a role play (i.e., a scoring rubric will be developed) interview with their SSD counselor in which students will name the software and assistive technology they use for testing and articulate how it provides them with access to print materials. Overall, scores on the interview will be at least 90%. Increased availability of testing appointments, compressed files and participation in textbook rental programs/availability of brailled textbooks will be assessed through statistical comparison of data pre- and post-implementation.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 9/1/2014 12:00:00AM **End Date (MM/DD/YYYY)** 6/30/2015 12:00:00AM **First Quarter of Student Use** Fall 2014

PROJECT COLLABORATION

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

Leon McNaught, Coordinator of the Assistive Computing Resource Center, supports this proposal which promotes and enhances equal access and success of students with disabilities through technology at the San Bernardino and Palm Desert campuses.

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/1963559/1498670/55-8a925b70d69329b77c12490de1fb1b59_SSI+Proposal+Budget+for+14-15+Revision+2+3.21.14.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2012 - 2013 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name: Promoting Success of Students with Disabilities Through Technology
 Date: 3/20/2014

CSUSB UNIT 128 Year: 2014-2015
 Division Student Affairs
 Department: Services to Students with Disabilities Requester: Beth Jaworski

Matching funds

Taxes % 8.25

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Hardware purchase	Dell OptiPlex 7010 Desktop, Windows	6	\$ 896.11	\$5,377
2	Instructional materials	Textbook rentals/braille	1	\$ 10,000.00	10,000
3	Technical equipment	ONYX Deskset XL (magnification camera)	2	\$ 5,710.00	11,420
4	Technical equipment	Pearl (reading camera)	1	\$ 885.00	885
5	Software purchase	JAWS Screen Reader v. 16	6	\$ 866.66	5,200
6	Software purchase	Dragon Naturally Speaking v. 12.5 Prof Academic	6	\$ 1,400.00	8,400
7	Software purchase	WYNN Wizard Screen Reader	6	\$ 595.00	3,570
8	Software purchase	ZoomText	6	\$ 4,800.00	28,800
9	Software purchase	WinZip 18 Standard	5	\$ 45.00	225
10	Software purchase	Winzip 18 Standard Upgrade	3	\$ 34.00	102
11					0
12					0
13					0
14					0
15					0
Total Project					73,979
Taxes					6,103
Shipping (Type cost of shipping in here)					80
Grand Total					\$80,162

CONTACT INFORMATION

University Unit Palm Desert Campus (PDC)

Coyote ID 000013519 David

Mavnard

909-537-8101

Student Organization Name

AMOUNT REQUESTED

\$32329.68

Proposal Category

General

PROPOSAL INFORMATION

Project Title: PDC Health Science Computer Lab

Project Abstract

Starting fall 2014, CSUSB Palm Desert Campus will accept its second freshman class of approximately 110 students. This will make PDC the first four-year university in the Coachella Valley, with students in the freshman through senior classes. Although the campus' computer facilities are being used more than ever, the hardware in this computer lab dates from the group II equipment list of 2008 is dated, slow and sometimes not operational. The nursing program uses these computers to run complex health simulations that simply do not function well on the current CPU platform. This multipurpose computer lab facility functions as a classroom, learning lab, university testing facility and student open computing center. The new equipment will replace older and outdated computers, encouraging student enrichment and academic achievement across the curriculum. We are requesting 33 computers that are necessary and needed in the Palm Desert Campus (PDC) computer lab HS 107.

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

PDC's operational and student learning development outcomes will be increased by student use of services and satisfaction in HS 107. The equipment will directly benefit student and faculty both in the classroom and in course presentation. Modern, functioning computers will decrease the stress level of student and promote higher utilization rates. The enhanced technology will assist students with special needs or disabilities. PDC will increase in offering of computer training for students. For example, all new freshmen and transfer students will be introduced to basic computer processing skills, such as excel Microsoft word and MyCoyote in their university studies course

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

This technology will enhance students' ability to stay ahead of their studies, encouraging and supporting their academic success. Student success will be measured by the computer lab increase usage and decrease in maintenance repair efforts. All USTD courses will have classes using this laboratory, insuring that student have access and knowledge of the computing facility.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 7/1/2014 12:00:00AM

End Date (MM/DD/YYYY) 9/23/2014 12:00:00AM

First Quarter of Student Use Fall 2014

PROJECT COLLABORATION

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

N/A

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source

Amount

Source

Amount

PDC IT Staff

BUDGET FILE LINK
http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/34-c83fdc3ba8db084e10d813f33a6f441_Vital_Budget_Template_2014-2.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name:
 Date:
 CSUSB UNIT
 Division
 Department:
 Year:
 Requester:
 Matching funds
 Taxes %

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Computer Stations	CSUSB Dell Computer Standard	33	\$ 922.79	\$30,452
2					0
3					0
4					0
5					0
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14		Taxes Total	1	\$ 1,878.00	1,878
15					0
Total Project					32,330
Taxes					0
Shipping (Type cost of shipping in here) ----->					Grand Total
					\$32,330

CONTACT INFORMATION
 University Unit Campus Division
 CoVote ID 004757570 Sandra
 Student Organization Name

Student Affairs
 Vasquez 909-537-5165

AMOUNT REQUESTED
 \$35555.00

Proposal Category General

PROPOSAL INFORMATION

Project Title: Coyotes Helping Others Choose Empowering Skills (CHOICES): A Comprehensive Online Student-Centered Alcohol, Drug, Wellness, and Safety Education Project Abstract

Nationally, the Obama administration identified that alcohol and drug use significantly impacts college student wellness, retention, graduation, and safety. CSUSB seeks to be a leader in the CSU through the establishment of a comprehensive and evidence-based online alcohol, drug, wellness, and safety education program as a vehicle to empower students to redirect their behavior towards their ultimate success, retention, and ownership of their Coyote responsibilities. The program's goals are to: (1) increase reporting behavior, effect intervention and incident/recidivism reduction long-term; (2) establish proactive and reactive online student engagement; (3) enhance peer education, bystander intervention, integration with CSU's eCampus, eCampus, eCampus, and Recording Artist Athletes Against Drunk Driving; (4) increase awareness of University policies, how to report concerns, and resources. Funding will provide license purchase of (1) Think About It, This program utilizes a non-judgmental approach to effectively reach and actively engage students in areas of partying smart, making wise choices about sex in college, sexual violence, and healthy relationships; (2) eCHECKUP TO GO Alcohol and Marijuana are online intervention tools engaging students in personal reflection about their behaviors, risk factors, motivations, social norms, goals and aspirations, and the impact of their use via a personalized feedback report; (3) Student Health101 is a health-and-wellness outreach program utilizing a multifaceted approach for communicating health information to all CSUSB students on topics ranging from nutrition and fitness to alcohol, drugs, sexual behaviors, identifying sexual harassment, and emotional health; and (4) 360o Stay Safe video is designed to provide safety for the campus community.

How many students will be impacted annually? 18,000

What are your intended Process Outcomes and/or Student Learning Outcomes?

1) Students will increase their knowledge in relation to identifying risks and consequences related to unhealthy alcohol use, drug use, unhealthy relationships, wellness, unsafe sexual behaviors, and potentially unsafe environments. 2) Students will learn the tools to help motivate and reflect upon their attitudes, beliefs, and behaviors in relation to alcohol and drug use, sexual behaviors, safety, and wellness, and be empowered with tools to make healthy choices. 3) Students will have an increase in knowledge of University policies for responsible Coyote behaviors and how to report concerning behaviors to effect increase in reporting, long-term decrease in recidivism rate, and incidents. 4) Students will have an increase in knowledge of on and off-campus resources relating to alcohol, drugs, unhealthy relationships, safety, wellness, and sexually transmitted diseases, including online resources available 24/7 to facilitate their ability to engage in peer education, help-seeking, and/or bystander intervention.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

SLO 1: The live access to integrated eThink About It and eCHECKUP TO GO administrative data reports, based on self-disclosed student beliefs, attitudes, and behaviors, will be analyzed and interfaced with CSUSB's Fall 2013 National Collegiate Health Assessment results, and Student Health Center service trends. An administrative evaluation instrument to assess behavior changes, attitudes, and beliefs after participating in the intervention will also be conducted. In addition, small focus groups will also be conducted to assess the impact of the program on prevention. SLO 2: The live access to integrated eThink About It and eCHECKUP TO GO administrative data reports, based on self-disclosed student beliefs, attitudes, and behaviors, will be analyzed and interfaced with CSUSB's Fall 2013 National Collegiate Health Assessment results. An administrative evaluation instrument to assess behavior changes, attitudes, and beliefs after participating in the intervention will also be conducted. In addition, small focus groups will also be conducted. SLO 3: Compare pre and post incident reporting to student conduct and ethical development, housing and residence life, and university police, as well as recidivism rate trends (case analysis) pre-and post intervention implementation. SLO 4: Compare pre and post use of peer health educators, use of eThink About It, eCHECKUP TO GO, Student Health 101 and the 360 Stay Safe Video via an administrative evaluation instrument to assess behavior changes, attitudes, and beliefs after students participate in the intervention.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 7/15/2014 12:00:00AM End Date (MM/DD/YYYY) 7/15/2015 12:00:00AM First Quarter of Student Use Summer 2014

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

Dr. Kevin Hatcher, Director of Intercollegiate Athletics; The NCAA, CCAA, and CSUSB Department of Athletics have strict policies regarding drug and alcohol use, as well as requirements for student athlete education in these areas critically important to health and performance. We currently educate our student athletes in this area through our student athlete orientation, handbook, and occasional programming throughout the year. The comprehensive, online programs, as proposed by Student Conduct and Ethical Development, would be incredibly valuable for us as a way to supplement what we already do and create a fuller, more comprehensive drug and alcohol education program for our students. Helga Kray, Associate Vice President of Student Development and Chair of Alcohol, Tobacco, and Other Drugs Advisory Committee; The Chancellor's Office in 2001 required all CSU campuses to develop Alcohol Advisory Boards in order to provide alcohol educational programs and services to our students. Over the years, other drugs and tobacco have been added to that charge of the board. It is also important that we reach certain constituencies of students who are at greater risk, i.e., Residential Students, Greeks, Athletes and First-time Freshmen. Including these alcohol and other drugs education programs with our SOAR mandatory freshman orientation will insure our incoming students will have increased knowledge about responsible behavior. This grant would allow all the partners to take alcohol, drug and safety education programs to the next level. The comprehensive reports that will be available will then drive evidence-based programmatic decision making across the university. Mark Hartley, Director, Student Leadership and Development; The SLD, along with the SOAR Office, is 100% in support of bringing additional online alcohol & drug educational opportunities, such as "Think About It" and the "e-CHECKUP TO GO program to CSUSB in a co-sponsored effort. Last year, SOAR pilot tested the "Think About It" program to see if it would have a positive impact on students. The staff was hoping to get 50-75 students to go to the site, but was blown away by the 1,100-plus students who completed the interactive course. Here are a few comments from first time freshman who participated in the "Think About It" program in October 2013: "I thought that this course was completely effective and relatable; despite at first thinking it would be a complete waste of time. I think that I'll be safer and better prepared for the future when I am partaking in such activities;" " Really enjoyed the approach the program used to inform new college students the topics that are overlooked in today's generation;" "I appreciate the person or group who took the time to create this wonderful course. Some people don't seem to take all of these topics very serious. I know this because where I come from some people do the exact opposite of what they are supposed to do;" Really fun, interactive course. I think it gives a wide range of answers to questions many college freshmen, including myself, might have. Thanks;" "Not only did you learn important things but it was done in a fun manner;" "Although I was not eager to begin this course, I was in awe at how much I could relate to all of the examples! This course helped me re-evaluate my relationship and has given me so many tips on being safe in college. Thank you!;" "This course was surprisingly helpful and gave me a more insightful look at different situations that could happen to anyone." Without reservation, SLD and SOAR highly encourages the support of online alcohol and drug educational opportunities by the Vital Technology Committee. It has the power to change the social norms on campus, reduce alcohol and drug related incidents, and decrease the number of sexual assaults on campus. Tera Bisbee, Director, Ombuds and Gender Equity/Title IX Coordinator; Ombuds Services & Gender Equity wholeheartedly supports CSUSB purchasing "Think About It" by Campus Clarity for our students; receiving a Vital Technology Initiative grant would enable our campus to do so. We also support the other proposals such as the "e-Aware, Awake, Alive" initiative from the Chancellor's Office, the eCHECKUP TO GO program, etc. as these are all inter-related. Think About It contains a wide spectrum of alcohol, drug and safety information and training, while doing so in a relevant and current online format for today's college learner. Our office has a Title IX mandate to educate students on many of the topics contained in this training. Working collaboratively with Student Conduct & Ethical Development, as well as the many other departments involved, creates an effective and strategic synergy to help us meet this requirement. Our office sees the statistics about alcohol and rape, especially with first-year students, and we want to do more to help stop it. Bringing education and awareness is vital. CSUSB aims to teach more than a given field of study; we want to teach our students about life skills, social competencies, safety tools, behavior consequences, choices and empowerment. The Vital Technology Initiative grant would provide a great opportunity for us to collaborate with offices across campus to reach our students with this important and potentially life-changing information. We look forward to partnering with our collaborators to market these initiatives through a variety of methods, including using websites, presentations to groups/departments/meetings, and email or text blasts. Dr. Patricia Smith, Director of Student Health and Psychological Counseling Center; The funding will help fill the gap in providing vital mental health support in the way of alcohol and drug education, social norming and peer education programs and services to college students in our area. Dr. Terry Schmitt, Psychologist & Associate Director, Student Health & Psychological Counseling Center. The anticipated outcomes represent an excellent return on the investment of the proposed grant award, especially in light of the high cost associated with acts of disruption or violence to the campus community. Carlos Carrio, Senior Health Educator/Wellness Coordinator, Center for Health Education & Wellness, Student Health & Psychological Counseling Services; I fully support the vital technology initiative grant to establish a collaborative approach towards creating online programming addressing alcohol, drug and harm reduction and safety education at CSUSB. This grant will help create sustainable programs for students utilizing social media with "Social Norms Campaigns" in the areas of peer to peer education, alcohol and substance abuse education. The university's peer health education program can facilitate in the promotion and programming efforts of this initiative. Students from CSUSB and the satellite campus in Palm Desert will benefit greatly from this collaborative endeavor. This funding will help facilitate the expansion of online programming, especially for young students who are molding and establishing their life-long habits. Interventions that emphasize harm reduction and prevention is essential. Jimmie Brown, Chief of Police at CSUSB; University Police is willing to collaborate and work with other departments on campus to help educate students about alcohol, drugs, sexual violence and safety at CSUSB. We fully support this initiative. Lovell Cimenski-Almogela, Director of Housing and Residential Life & Christine Bender, Associate Director of Housing and Residential Life; The implementation of this program into our current structure would be a vital asset to educating our residents on these imperative issues. The proposed program supports our vision of providing social development and involvement for our residents. Through our current programming model including our Living Learning Communities and Themed Communities we are able to provide educational and life experiences outside of the classroom.

Our Resident Assistants are strongly connected to our residents and this program can be a valuable tool in their training as they provide guidance to our residents in their everyday decision making. As our residents graduate, we are confident that with the information they receive they will be a positive influence on the world around them.

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
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0.00

0.00

BUDGET FILE LINK

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SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name: g Skills (CHOICES): A Comprehensive Online Student-Centered Alcohol, |

Date:

CSUSB UNIT
 Division
 Department: Student Conduct & Ethical Developr

Year:

Requester:

Matching funds \$

Taxes %

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Think About it Software	Alcohol, Drug, Sex, and Relationship Training Program	3500	\$ 6.97	\$24,395
2	Echeckuptogo Alcohol Softwa	Alcohol intervention tool	18000	\$ 0.12	2,160
3	Echeckuptogo Marijuana Soft	Marijuana intervention tool	18000	\$ 0.12	2,160
4	StudentHealth101 Software	Health and wellness multifaceted educational newsletter	18000	\$ 0.29	5,220
5	360 Stay Safe Instructional M	Safety, security, and identity protection online video	18000	\$ 0.09	1,620
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
Total Project					35,555
Taxes					0
Shipping (Type cost of shipping in here) ----->					0
Grand Total					\$35,555

Campus Division Student Affairs
Sandra Vasquez

Proposal:

Our office purchased curriculum materials to launch the collaborative peer-led CHOICES educational workshop program, a brief alcohol prevention program designed to further enhance and support these efforts and social norming at CSUSB vis-à-vis peer group education. However, we are in need of a flat screen TV, a computer, and a conference phone for our conference room (currently under construction) as well as tablets for student use during the workshops to engage in interactive blood alcohol concentration activities. In addition, students would be able to complete eCheck-up-to-Go during disciplinary meetings to facilitate self-reflection regarding the impact of their use of marijuana and alcohol on their academic, career, and personal success. The technology would facilitate the ability to integrate creative and student-centered educational videos and webinars, as well as support the educational student disciplinary meetings with students related to alcohol, drug use, bystander intervention, and student safety. Therefore, this is a request for permission to re-allocate the remaining unused funds, totaling \$4,013.00, to assist with the purchase of equipment to be using during student workshops and conduct meetings.

Campus Division Student Affairs
Sandra Vasquez

A cost projection of our desired equipment and is as follows:

Item	Qty	Price	Total
flat screen tv and wall mount	1	\$1,269.98	\$1,371.58
computer (Dell)	1	\$650.00	\$702.00
wireless keyboard/mouse	1	\$29.39	\$31.74
conference phone	1	\$363.30	\$392.36
tablet (Venue 7 3000 Series)	8	\$149.00	\$1,287.36
			\$3,785.04

The above estimate of \$3,785.04 for the desired equipment does not include shipping and handling fees.

CONTACT INFORMATION
 University Unit Camous Division Academic Affairs Graduate Studies & Assessment and Planning
 Coyote ID 000005784 Francisco Beer (909) 537-3064
Student Organization Name

AMOUNT REQUESTED
 \$6060.00

PROPOSAL INFORMATION

Project Title: **Graduate Student Formatting and Accessibility Training, and Graduate Student Recruitment**

Project Abstract

Graduate Studies is requesting funds to acquire: 3 laptops; 1 desktop computer; 1 TV monitor, CPU, Apple-TV, TV stand; 2 ipad mini's; 1 color printer. Equipment will be used to train students on how to format their thesis and project manuscripts to meet the CSU's accessibility standards and formatting requirements, and to recruit new students. An Electronic Thesis/Dissertation site has been developed to house manuscripts (CSUSB ScholarWorks). The site makes them available via the internet, however, we have found that many students are unfamiliar with the MS Word formatting skills necessary to meet CSU's accessibility requirements. The TV monitor and CPU will be housed in the conference room in the Graduate Studies Office to create dynamic training sessions. Laptops would give us the mobility to hold larger training sessions directly in classrooms. We currently rely on printed handouts to teach formatting and how to access resources on our website, which is not very effective. Laptops allow us to demonstrate formatting skills step-by-step. In addition, laptops would also be used at recruiting fairs to showcase CSU's graduate programs and give students the opportunity to apply immediately. The desktop computer allows students to access ScholarWorks and CSU Mentor at our front desk. The ipad minis would be used for workshop assessment. Questions regarding applications and theses can be answered using the desktop computer. OSR is also requesting funds for a TV monitor; if both proposals are accepted, we will only accept funds for a wall monitor from one proposal.

How many students will be impacted annually? 500

What are your intended Process Outcomes and/or Student Learning Outcomes?

Process outcomes: (1) Students should get through the thesis review process faster once they learn how to format with MS Word. (2) People with disabilities will have greater access to our students' work. (3) CSUSB would receive more graduate applications. Student learning outcomes: (4) Graduate students will learn how to make their manuscript accessible to a wider audience. (5) Students would be better informed about the admission process.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

Outcome 1 can be measured by counting the number of times a manuscript must be reviewed for errors. It currently takes students 2-3 reviews to be approved for publication. Outcome 2 can be measured by running accessibility checks on documents submitted by students who attended the training sessions and comparing the results to those students who did not attend training. Outcomes 3 and 5 would be measured by an increase in applications. Outcome 4 would be measured by a quiz given at the end of the training.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 4/1/2014 12:00:00AM End Date (MM/DD/YYYY) 4/1/2050 12:00:00AM First Quarter of Student Use Spring 2014

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

As a graduate of California State University, San Bernardino (CSUSB), developing better training on thesis formatting will be beneficial for all graduate students at CSUSB. The Office of Graduate Studies at CSUSB provided many pertinent workshops for graduate students on how to successfully accomplish the arduous task of completing a thesis, but the specification in formatting of the thesis has been a major challenge among students. Even though the thesis workshops were beneficial, I spent more time formatting my thesis than I did actually writing my thesis. Each student acquires new knowledge using different methods. Student learning outcomes would benefit greatly by having additional teaching methods and tools. I am a visual learner and having a proactive demonstration on the formatting specifications would have been valuable in my learning process. I am a proficient and frequent user of Microsoft Word, but even with my experience I ran into a plethora of problems with thesis formatting. I tried my best to work independently, but finally had to seek the help of another student that had already completed her thesis and was familiar with how to format the thesis. The new program the CSUSB Office of Graduate Studies seeks to implement would be beneficial for current and future graduate students at this university. If students had laptops or other tools that allow active engagement during the workshops, students would benefit greatly in the completion of their thesis. The new methods would vastly alleviate any unnecessary burdens for graduate students.

- Roger Chin, Student

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
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BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/12-c2d5669bde5eb9789ed480a284cccd16_Copy+of+Vital+Technology+Initiative+Grants+-+Office+of+Graduate+Studies.xlsx

Vital Technology Initiative Grants - Office of Graduate Studies

Item	Source	Amount
Training & Workshop		
1 Dell - Inspiron One 20" Touch-Screen All-In-One Computer - 4GB Memory - 1TB Hard Drive	www.bestbuy.com	580.00
2 iPad mini with Retina Display Wi-Fi 16 GB for Assessment Purposes (\$435/iPad)	www.apple.com	870.00
3 Dell Inspiron 7000 15.6" Laptop - 8GB Memory - 1TB Hard Drive - Silver for Training (\$900/Laptop)	www.bestbuy.com	2,700.00
Total		4,150.00
Graduate Studies Meeting Room		
1 VIZIO - E Series - 50" Class (50" Diag.) - LED - 1080p - 120 Hz - Smart HDTV	www.bestbuy.com	705.00
1 Dell - Inspiron Desktop - 4GB Memory - 1TB Hard Drive	www.bestbuy.com	440.00
1 HP - LaserJet Pro M451nw Network-Ready Wireless Color Printer	www.bestbuy.com	330.00
1 Apple TV	www.apple.com	110.00
1 STOCKHOLM TV Cabinet	www.ikea.com	325.00
Total		1,910.00
Grand Total		6,060.00

Updated: Feb-27-14

CONTACT INFORMATION
University Unit Campus Division Academic Affairs
Community-University Partnerships (CUP)
Podolske
Covote ID 000062022 Diane (909) 537-7483
Student Organization Name

AMOUNT REQUESTED \$2070.00
PROPOSAL INFORMATION
Project Title: S4 Database
Project Abstract S4 Database
Proposal Category General

CSUSB has elected to participate in Cal State S4, a CSU system-wide initiative to track off-campus educational placements for service learning, internships and field trips. The S4 database is a tool that manages the details of community placements, collects key data about students' off-campus experiences, and addresses concerns about risk management. The advantage for students is 24/7 access to community placement information, convenience in tracking service hours, and simplified completion of required forms. Faculty will be able to easily track their students' progress, comply with risk management Executive Orders and generate reports about community engagement. Ultimately, the S4 database will help our campus and CSUSB students to adhere to CSU Executive Orders 1064 (internships) and 1062 (field trips); highlight the footprint of engagement in surrounding communities; provide important data for decision-makers at the state and federal level; lower system-wide insurance costs; better understand any correlation between graduation rate and community engagement. The Office of Community Engagement recently secured funding for a full-time staff member to facilitate the use of the S4 database, but the staff member needs an upgraded computer to access the database, create training materials and generate reports. Unfortunately, the position funding did not include an allocation for a new computer, and the spare computer we have for the office is over 4 years old.

How many students will be impacted annually? 2,500

What are your intended Process Outcomes and/or Student Learning Outcomes?

Process Outcome 1: Students will have the convenience of 24/7 access to register for the off-campus service learning placement sites assigned to their courses. Process Outcome 2: Students will have the convenience of 24/7 access to complete and submit required paperwork, timesheets, and other course documentation.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

Measure 1.1: The S4 database records details about student access through a secure sign-in process. Measure 1.2: Students will be asked to rate their satisfaction with the convenience of registering for a service site with the S4 database program. Measure 2.1: The S4 database records details about student access through a secure sign-in process. Measure 2.2: Students will be asked to rate their satisfaction with the convenience of submitting required forms with the S4 database program.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 7/1/2014 12:00:00AM **End Date (MM/DD/YYYY)** 7/1/2019 12:00:00AM **First Quarter of Student Use** Fall 2014

PROJECT COLLABORATION

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

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
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Academic Student Success Program	72,027.00		
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Student Success Initiative Student Fee	9,000.00		
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BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/11-001c80eb0b27b5e7dca7ae8fe517630f_Vital_Budget_Template_2014+OCE.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name:

Date:

Year:

Requester:

CSUSB UNIT

Division

Department:

Matching funds \$

Taxes %

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	iMac 21.5" 2.9 GHz i5 8B 1TB	Manage S4 database, ensure accuracy, generate reports	1	\$ 1,399.00	\$1,399
2	Applecare for iMac	provide Applecare for iMac	1	-	0
3	HP Officejet Pro 8600 Premium printer	printer for S4 reports and other program documentation	1	\$ 399.99	400
4					0
5					0
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
Total Project					1,799
Taxes					148
Shipping (Type cost of shipping in here) ----->					123
Grand Total					\$2,070

CONTACT INFORMATION
University Unit Campus Division Academic Affairs College of Business and Public Administration
CoVote ID 000019031 Ian Jacobs 909-537-5791
Student Organization Name

AMOUNT REQUESTED \$66702.00
PROPOSAL INFORMATION
Project Title: JB Open Lab Computer Refresh
Project Abstract Replace computers in the back of the Jack Brown Rm 123 Open Computer Lab. Current Computers are Dell OptiPlex 755 and 620. These computers are from the years 2006 to 2008. It is time to phase these out of student lab usage. This computer lab has all ways been open to the whole campus for use. There are a number of disciplines that teach in Jack Brown Hall, but CBPA would be the dominant.
How many students will be impacted annually? 3,500
What are your intended Process Outcomes and/or Student Learning Outcomes?
 Process Outcomes: Through the usage of better computer technology, students will have a better experience accomplishing their goals of learning here at the university. Open computer labs provide opportunities to complete assignments, do research, and sometimes just relax between classes. With better technology we will increase student satisfaction, this satisfaction will allow the students the chance or opportunity to increase their knowledge and skills.
What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?
 Process Outcomes: By providing better technology, we expect an increase in usage and satisfaction of the computer labs. Increase usage will be measured by tracking the number of login's on the computers. The desired outcome would show more students are using the lab computers. The satisfaction element of the proposal would be more difficult to test. But it is anticipated that a survey of users will provide the necessary feedback.

Proposal Category General

PROJECT TIMELINE
Start Date (MM/DD/YYYY) 7/1/2014 12:00:00AM **End Date (MM/DD/YYYY)** 9/12/2014 12:00:00AM **First Quarter of Student Use** Fall 2014

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

This open computer lab is open to the campus. All disciplines that teach in Jack Brown Hall will have students that use the lab.

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
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BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/55-c79aa25bb43944ca82d79a6efc83f90_Vital_Budget_CBPA_OpenComputerLab_2014.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name: JB Open Lab Computer Refresh

Date: 3/20/2014

CSUSB UNIT
Division: Academic Affairs
Department: Computer Resources

Year: 2014

Requester: Ian Jacobs

Matching funds \$ -

Taxes % 8.25

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Optiplex Computer	OptiPlex 9020 Small Form Factor, Windows 7	60	\$ 1,026.98	\$61,619
2					0
3					0
4					0
5					0
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
Total Project					61,619
Taxes					5,084
Shipping (Type cost of shipping in here) ----->					0
Grand Total					\$66,702

CONTACT INFORMATION

University Unit Campus Division
 Coyote ID 000001312 Stephen

Academic Affairs
 Wentworth

909-537-3035

Undergraduate Studies

Student Organization Name**AMOUNT REQUESTED**

\$10208.10

PROPOSAL INFORMATION

Project Title:

Learning Center Computer Lab Upgrade

Project Abstract

Proposal Category

General

While the Learning Center currently has 41 computers for student use in its labs, it is difficult for the department alone to purchase replacement computers. At this time we need ten computers to continue our lab upgrade by replacing ones that are between six and ten years old. These older computers can no longer properly run up-to-date software and need to be removed from the lab.

How many students will be impacted annually?

3,900

What are your intended Process Outcomes and/or Student Learning Outcomes?

Maintain our level of lab usage of 3900 students for 41,000 visits per year.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

With a baseline of 14 years of student data, we will monitor student usage by continuing to have students sign in when they use our services.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)

7/1/2014 12:00:00AM

End Date (MM/DD/YYYY)

9/25/2014 12:00:00AM

First Quarter of Student Use

Fall 2014

PROJECT COLLABORATION

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

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source

Amount

Source

Amount

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/34-cf88d9f5566901d6b4c1a35f9a8ab38_Vital_Budget_Template_2014.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name:

Date:

CSUSB UNIT Year:

Division

Department: Requester:

Matching funds

Taxes %

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Dell Optiplex 9020	New computers to replace old units.	10	\$ 826.05	\$8,261
2					0
3					0
4					0
5					0
6					0
7					0
8					0
9					0
10					0
11					0
12					0
13					0
14					0
15					0
Total Project					8,261
Taxes					489
Shipping (Type cost of shipping in here) ----->					0
Grand Total					\$8,750

CONTACT INFORMATION
 University Unit Campus Division
 Coyote ID 000023750 Ruevflna
 Student Organization Name

Academic Affairs
 Chuana 909 537-7537

Center for International Studies and Programs

AMOUNT REQUESTED
 \$69462.00

Proposal Category General

PROPOSAL INFORMATION

Project Title: Enhancing International Competency and Student Success Through Technology
Project Abstract

This project will serve CSUSB students, staff and faculty through the development of the CSUSB International App and the creation of a lecture series which seek to enhance international and intercultural competency. Both will provide accessible and contemporary contents and tools for students and those who serve them. The goals are to support CSUSB's efforts in enhancing student engagement, retention, student success and improved progress towards graduation; and to enrich every student's experience at CSUSB by bringing to them while on campus, thus preparing them better for their role as global citizens, after their studies at CSUSB. The CSUSB International App will be a cutting-edge digital repository for disseminating information about services, resources and events, and a communication tool with an international focus and spin in its design and content. For example, a list of available courses with international emphasis would be posted every registration period. A calendar of community and campus international events will be maintained. Resources and services available from various departments and units on campus, for example, the Center for International Studies and Programs, College of Extended Learning, and Department of World Languages & Literatures, will be organized, disseminated, and regularly updated to maintain accuracy. The lecture series will be recorded and posted on YouTube, CSUSB website, and the CSUSB International App. It will promote diversity, global understanding, and cultural sensitivity. Topics will be diversified and will include talks pertaining to world issues, historical events, creative arts, career tips and growth in a global society, etc.

How many students will be impacted annually? 3,500

What are your intended Process Outcomes and/or Student Learning Outcomes?

This project will provide services to approximately 3,500 international and domestic students, which includes incoming, new and transfer students. Student learning outcomes will include increased international knowledge and competencies through the academic and curricular content that will be accessed easily on the mobile app and from the lecture series. Further, students will gain skills in communicating and interacting (digitally or face-to-face) with international content, people and situations, and increase their sensitivity and exposure to diverse cultures and practices. For student development outcomes, students will (a) enhance information literacy skills when given access to global information, (b) apply knowledge and skills learned toward a smoother transition to CSUSB culture and US/CA/IE life, and (c) be cognizant of and appropriately carry out their roles and responsibilities to enrich CSUSB's intellectual life. In terms of services, our goals are to increase student use of our improved services (especially application procedures, transfers requirements, admission guidelines), to increase student participation at our events, and to enrich student learning by creating a digital repository of international legacies from peers, faculty and outside experts whose international experiences and success stories will be showcased at the lecture series and orientation sessions, and memorialized in the CSUSB International App and as reusable objects used at future International SOAR and Early Start sessions and for brochures and booklets to disseminate information. Additionally, we will offer paid student internship opportunities so students can apply what they learned in Computer Science and Graphic Design classes to our app project and lecture series.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

To measure whether the intended outcomes have been achieved, the app will include a program to get immediate feedback (in survey or quiz format) after students access the app content, including content from the lecture series. For long-term measures, a number of students will be selected at random and their grades will be monitored for improved competencies and performance in related courses, as well as participation in a post-survey. Evaluation questionnaires will be developed and used for the lecture series, orientation sessions, and when students exit CSUSB. Survey data will be collected, analyzed and reported. Access and usage of the CSUSB International app will be monitored. Users, consultants, and experts will be surveyed periodically with regards to quality (relevance, organization, timeliness) and quantity of content. We will measure hits on the videos we post on the CISP Facebook, the CSUSB website and YouTube channel. The number of booklets and handouts produced will also be recorded. We will also track attendance at our events and our digital platforms such as Facebook and websites. To evaluate the goals and objectives of the grant, we will assess whether we successfully launched the CSUSB International App at the end of the funding cycle. In summation, our evaluation methods will include summative and formative data. We will measure the actual products created through this grant, track the number of users, but also the extent to which our events and App increase students' knowledge and competency.

PROJECT TIMELINE

Start Date (MM/DD/YYYY)	End Date (MM/DD/YYYY)	First Quarter of Student Use
7/1/2014 12:00:00AM	6/30/2015 12:00:00AM	Summer 2014

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

1. Statement of support from Dr. Jenny Zorn, Associate Provost and AVP for Academic and International Programs: I fully support the Vital Technology Grant Proposal submitted by CISP to create a CSUSB International App. The international programs need to enhance communication and the App is a highly effective and appropriate way to accomplish this. Among the various goals of the development of the App is the improvement of international student engagement with the campus and greater success and improved progress towards graduation. It also will help globalize the campus and enhance internationalizing our domestic students. Previous success of other Apps for campus demonstrates it is an appropriate way to improve communication and previous success of technologies employed by the CISP for international (and domestic) student tutorials indicate this is a proposal worth supporting. 2. Statement of support from Dr. Rowena Santiago, Academic Coordinator for International Program Development Office of Academic Programs and Professor of Instructional Technology: Thank you for your kind invitation to be a part of your Vital Technology Grant. The goals of this grant are aligned with my professional field of study (instructional technology), my current work assignment (internationalization and international programs) and my areas of professional interest (particularly, supporting students, faculty and staff through technology and effective information dissemination). I am pleased and honored to accept your invitation to serve as a content consultant. 3. Statement of support from Dr. Rafael E. Correa, Chair of Department of World Languages and Literatures, Professor of Spanish: Thank you! This is a great idea. I know my faculty will be more than happy to participate in this project. We want to contribute to enhance our students knowledge of the world's cultures and languages, and to make them aware of the richness that come from this enterprise. Let me know what else you need from us. 3. Statement of support from Dr. Arturo Concepcion, Professor of Computer Science: Yes, we will be happy to develop the CSUSB International mobile app. 4. Dr. Jack Paduntin, Associate Dean of College of Extended Learning (CEL) and CISP will collaborate to gather and evaluate input from their international students. The students' input will be utilized to design the CSUSB International App that best serves them. 6. Statement of support from Mr. Paul Amaya, Director of International Studies and Programs: I am support of this petition. This grant will help CISP reach our audiences more effectively by disseminating information through media that we have not yet used. Thank you for your help. 7. Statement of support from Dr. Carmen Jany, Associate Professor of Spanish and Linguistics Coordinator Spanish MA Program, Coordinator Latin American Studies Program, Coordinator California Indian Languages Programs: This e-mail is to indicate my support for the below described project and my intent to collaborate on this important endeavor. 8. Statement of support from Ms. Elva Salgado, Coordinator of Study Abroad: On behalf of the Study Abroad Office our team will be willing and very fortunate to be part of the Vital Technology Grant project. As you know President Morales has signed a letter committing the university to double the number of CSUSB students going to study abroad in the next 6 years. Within the next few months the study abroad team will begin drafting a 6 years strategic plan stipulating steps on how to reach the goal of doubling the numbers of students by 2020. We are very thankful to you for pursuing the first vital technology grant because the study abroad office uses the equipment purchased with the first grant for student recruitment, trainings, orientations and we constantly skype with international partners all over the world. Let me know what you need from us and thank you for thinking of us.

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
Center for International Studies and Programs			

BUDGET FILE LINK

http://surveyjizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/13-526f65d2fb07a15779c0e2f02d4291eece_VitalTechInternational+App+2014-2015.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name: Technology

Date:

CSUSB UNIT
 Division
 Department:

Year:

Requester:

Matching funds

Taxes %

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Copier for Booklets	CopyStar Cs4551ci color system/fiery controller	1	\$20,000.00	\$20,000
2	Copier Service Plan	Copier Maintenance Service Plan	1	\$1,300.00	1,300
3	Sanyo Projector	Sanyo WUXGA 5000 Lumen Projector 2000:1 Equipped	1	\$ 6,999.99	7,000
4	Samsung Monitor/Mount/Insta	samsung 60" Class (60.0" Diag.) LED 6100 Series Smart	1	\$ 2,115.00	2,115
5	Handheld Scanner	TaoTronics Mobile Scanner Handheld Document Scan	1	\$ 56.99	57
6	Microsoft Tablet/Cover	Surface 2 - 32GB/ Surface Power Cover	1	\$ 649.00	649
7	Ipad Air 32G silver/Cover	Ipad Air Laptop/Logitech Ultrathin Keyboard Cover for Ipad	1	\$ 700.00	700
8	iphone 5s silver 32G	Iphone 5s/with cover for testing application	1	\$ 770.00	770
9	Samsung Galaxy S4Phone	Samsung Galaxy S4 i9500 16GB Int'l Version-for testing	1	\$ 499.00	499
10	Dell New Inspiron Laptop/Cas	Dell Laptop/Dell Urban 2.0 Topload Carrying Case	1	\$ 422.00	422
11	Technical Specialist	Technical Specialist Consultant for 3 months	1	\$ 8,000.00	8,000
12	Editing Consultant	Editing Consultant for 6 months	1	\$ 5,000.00	5,000
13		*Equipment requested will be used for testing, launching,			0
14		maintaining the mobile app. Also for producing booklets			0
15		brochures and flyers.			0
Total Project					46,512
Taxes					4,070
Shipping (Type cost of shipping in here) ----->					\$50,582
Grand Total					\$50,582

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



Personnel

PERSONNEL - STAFF/FACULTY/STUDENT HIRING

STAFF/FACULTY/STUDENT HIRING
 Project Name: Enhancing International Competency and Student Success through Technol
 Date: 3/21/2014

CSUSB UNIT Campus Division
 Division Academic Affairs
 Department: Center for International Studies and

Year: 7/1/2014-6/30/2015
 Requester: Rueyling Chuang, Ph.D.

Matching funds \$ 5,952.00

Line	Job Classification/Title	Time Frame	Monthly Salary	Benefits Cost	Total
1	Casual Worker	\$16 per/hr and 10hrs/week for 52 weeks	\$8,320.00		\$ 8,320.00
2	Student Asst/Paid Internship	\$12 per/hr and 20hrs/week for 44 weeks	10560		\$ 10,560.00
3					\$ -
4		\$16 * 10hrs * 52 weeks= \$8,320 for 1 year			\$ -
5		\$12 * 20hrs * 44 weeks= \$11,520 for 1 year			\$ -
6					\$ -
7		Due to the excel format I am not able to add each individual month so I projected the annual amount instead.			\$ -
8					\$ -
9					\$ -
10					\$ -
11					\$ -
12					\$ -
13					\$ -
14					\$ -
15					\$ -
Grand Total				\$	18,880.00

CONTACT INFORMATION
 University Unit Campus Division Information Technology Services
 Coyote ID 000024400 Sunnv 909-637-7266
 Student Organization Name

AMOUNT REQUESTED
 \$82500.00

PROPOSAL INFORMATION
 Project Title: **Software Development of Mobile Applications**
 Project Abstract

Proposal Category General

Currently, Information Technology Services (ITS), through the Administrative Computing and Business Intelligence (ACBI) supports 3 paid student positions, each quarter, during the academic year, in coordination with the School of Computer Science & Engineering (CSE). In looking to expand the scope and involvement, matching funds are sought to include more students and disciplines (computer science and art majors). To facilitate the ongoing maintenance and development of new mobile applications, in partnership with CSE, funding for 6 internships per quarter, including summer sessions will allow the university support and continue to deploy mobile applications that enhance the CSUSB university experience for all students, faculty and staff, and the need to service mobile application requirements external to the campus community. The estimated costs for an academic year for the 6 positions is \$82,500.00, which will be matched with 2 positions from ITS. In coordination with CSE, Information Security and Emerging Technology (ISET) and ACBI have worked to create an infrastructure that supports the academic development of mobile applications for CSUSB. With an external vendor's estimated development cost that can approach \$30,000 per app, the current 9 published applications, in both Android and Apple versions, represent a potential retail value of \$270,000+.

How many students will be impacted annually? 12,000

What are your intended Process Outcomes and/or Student Learning Outcomes?

The proposal 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 interns (current 6 increased to 8) may also enhance the potential for generating new revenue streams as additional clients are found. The student development team comprises 6 software engineers from the CSE and 2 user interface graphic designers from Art Department. The software developers learn more about design and experience mobile technologies used in developing mobile applications in addition to getting valuable experience in software engineering, processes, the life-cycle of projects and client requirements. These are important skills to have in order to find a full-time employment as a mobile developers. This model of faculty/staff/student team has proven its success for the past 3 years and is reported in a paper, to appear in the 6th International Conference in Computer Supported Education in Apr 2014. Furthermore, with Dr. Jeffrey Thompson, there are two possible mobile products, which are under NDAs so we cannot reveal any details, can be commercialized. With the opportunities, we will be partner with Coyote Advertising to develop a long term business plan incubating a software development organization under UEC, which can become a self-supported entity in 5 years facilitating campus needs.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

We can measure our success through the evaluation of the mobile app products we have produced so far (see below the list current status of mobile applications developed so far) by the faculty/staff/student team We can measure the utility and usefulness of the mobile apps by having the users fill up a survey form on how satisfied they are of the service and the utility of the UI. Current status of mobile applications published in both Apple App Store and Google Play: CSUSB Mobile Tour CSUSB CSUSB Library CSUSB RecSports Student Advising RAFFMA Museum Coyote Radio CSUSB Dining Sidewinder We have received requests from clients on campus as well as external to the campus to develop mobile apps for them. However, only a 3 or 4 of them will continue to be developed during the Spring-2014 quarter. ArrowHeart Foundation (Arrowhead Credit Union) Red Folder (CSU Chancellor's Office) CSUSB Forms (CSUSB Records Office) CircuitSnap (Department of Physics) ResistorReader (Department of Physics) Gamification on how to get to college (Computer Science) (Cajon High School) CSUSB Police (Campus Police) CSUSB RoomQuest (complementing Tour CSUSB) Salvage (mobile game) Bubble Sort (mobile game)/AlgorithmA (educational package for use in CSE 201)

PROJECT TIMELINE
 Start Date (MM/DD/YYYY) 9/1/2014 12:00:00AM End Date (MM/DD/YYYY) 8/31/2015 12:00:00AM First Quarter of Student Use Fall 2014

PROJECT COLLABORATION

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

ACBI and ISET from ITS have the support and endorsement of the School of Computer Science & 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 and education/training.

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
ITS	27,500.00		

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/1-1629ca47b540ae8dd0b7c991bfcde61c_Vital_Budget_Template_2014.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



PERSONNEL -STAFF/FACULTY/STUDENT HIRING

STAFF/FACULTY/STUDENT HIRING

Project Name:

Date:

CSUSB UNIT
 Division
 Department:

Year:

Requester:

Matching funds \$

Line	Job Classification/Title	Time Frame	Monthly Salary	Benefits Cost	Total
1	Student Assistant (6)	Fall 2014 to Summer 2015	\$ 6,875.00		\$ 6,875.00
2					\$ -
3					\$ -
4					\$ -
5					\$ -
6					\$ -
7					\$ -
8					\$ -
9					\$ -
10					\$ -
11					\$ -
12					\$ -
13					\$ -
14	STP ACM Program	To facilitate positions (Student Technician Program)			\$ -
15	8 SA's 1 Year	\$82,500.00 SVTI matched ITS \$27,500.00			\$ -
				Grand Total	\$ 6,875.00

CONTACT INFORMATION
University Unit Campus Division
Coyote ID 004479539 Marcelle
Student Organization Name

Student Affairs
 Daniels (909)537-5196

AMOUNT REQUESTED
 \$15678.00

Proposal Category General

PROPOSAL INFORMATION

Project Title: **Operation Let's Get SMART**

Project Abstract

The Veterans Success Center (VSC) serves 357 diverse student veterans and 157 dependents. A major challenge affecting student veterans is social isolation and withdrawal from family and friends because they feel that no one understands their experiences. To combat this, the VSC provides programs to engage student veterans in activities to increase their academic achievement and social success; however, the VSC lacks the proper technology such as a smart board to fully implement them. The VSC also proposes to expand the software menu offered in the Coyote Computer Command Center, as many students have been disappointed to find the VSC does not have certain programs installed when attempting to complete homework and presentations. Moreover, purchasing a Common Access Card (CAC) reader for our military students will allow them access to their military benefits, which is currently unavailable. The VSC is expanding services to Palm Desert Campus (PDC) to assist student veterans local to that area. In light of this, the VSC is requesting a computer station and printer for the Rancho Mirage Student Center. A computer station would allow veterans at PDC the same technological opportunities granted those at the main campus. The VSC is requesting \$15,678 to purchase a smart board, connector cables, a speaker bar to connect audio presentations to the TV, a CAC reader, five copies of Adobe Creative Suite 5.5 and SPSS for the main campus and a computer, printer and full set of programs to match those at the VSC for the PDC campus.

How many students will be impacted annually? 514

What are your intended Process Outcomes and/or Student Learning Outcomes?

1. The VSC (SB and PDC Rancho Mirage Student Center locations) will provide access to computers, software, and printing during all hours of operation. 2. The VSC (SB and PDC Rancho Mirage Student Center locations) will provide access to Adobe Creative Suite 5.5 and the Statistical Package for the Social Sciences (SPSS) during all hours of operation. 3. Students that are serving in the military will have access to their military education benefits during all hours of operation at the VSC. 4. Student veterans will help organize/conduct seven (7) seminars focusing on topics related to enhancing academic, cultural, social and personal development. 5. Students will be able to find and interpret relevant information from text, tables, graphs, maps, media, personal communication, observation and electronic databases.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

1. The VSC (SB and PDC Rancho Mirage Student Center) will use sign-in sheets to monitor student usage of computers. 2. The VSC and Rancho Mirage Student Center sign-in sheets will be revised to include a 'Yes' and 'No' box for students to mark whether or not they used Adobe Creative Suite 5.5 or SPSS or both. 3. A sign-in sheet for the CAC reader will be created and analyzed to determine the number of users. 4. The CSUSB VSC will analyze planning meeting minutes and agendas to determine the level of student participation in organizing/conducting the seven programs and sign-in sheets to determine the level of student veteran participation in them. 4.1 Through the use of a program evaluation form, the VSC will determine student satisfaction with the seven programs. 5. Students' perception of their ability to find and interpret relevant data will be measured through a post-satisfaction survey.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 7/1/2014 12:00:00AM **End Date (MM/DD/YYYY)** 6/30/2015 12:00:00AM **First Quarter of Student Use** Fall 2014

PROJECT COLLABORATION

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

The CSUSB Student Veterans Organization (SVO) strongly supports the Veterans Success Center's (VSC) application for a SSI Vital Technology Initiative Grant. The VSC's programs have enhanced the lives of student veterans and the general student population; however, with the increasing need for IT skills, it is critical that the center provides CSUSB student veterans with access to the many different types of technology and applications they will encounter in the workforce. Offering additional research and design programs in the Coyote Computer Command Center will allow student veterans to gain valuable experience before entering the workforce and they will no longer have to travel across campus in search of computers loaded with these programs to complete homework assignments. The addition of smart board technology would not only improve the quality of VSC programs and tutoring services, but aid the VSC and SVO in the facilitation of meetings. One of the biggest problems guest speakers who visit the VSC have had is connecting their computers to the VSC's projection system. A full set of connector cables and a speaker bar will ensure this is no longer a problem. Providing a Common Access Card (CAC) reader will enable our active duty, reserve and National Guard students to access their military benefits to include tuition assistance, which is currently unavailable to them on campus. The CAC, a smart card about the size of a credit card, is the standard identification for U.S. military service members. The card must be inserted into a CAC reader for authentication enabling the service member to access DOD computer networks and systems such as the Go Army Education site. Adding a computer workstation at Palm Desert Campus (PDC) in the Rancho Mirage Student Center for student veterans local to that area would better serve the increasing number of veterans there. At present, PDC has 37 student veterans on campus and the SVO is encouraging and supporting them as they build their own VSC and in establishing their own branch of the Student Veterans of America. We hope you will support this important request so that the VSC can purchase the technology to better serve student veterans at both campuses. Daniel Padilla, President Student Veterans Organization

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
SSI	22,072.00		

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/35-56e680ad227511a46a292b11db47f202_Copy+of+Vital_Budget_Template_2014.xls



SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS

HARDWARE/SOFTWARE/APPLICATIONS

Project Name: Operation Let's Get SMART

Date: 3/19/2014

CSUSB UNIT Campus Divison
 Division Student Affairs
 Department: Veterans Success Center

Year: 2014

Requester: Veterans Success Center

Matching funds \$ 22,072.00

Taxes % 8.25

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	IBM SPSS Advanced	Statiscos program for use by student veterans	5	\$ 156.00	\$780
2	Adobe Creative Suite 5.5	Design and layout program for use by student veterans	5	\$ 629.99	3,150
3	HP LaserJet Pro 400 Color M	For PDC VSC student veteran use	1	\$ 950.00	950
4	HP Pavilion 500-205t	For PDC VSC student veteran use	1	\$ 900.00	900
5	Smart Board SBX880i4 + instl	For use by VSC visiting speakers, tutors, SVO and staff	1	\$ 6,099.00	6,099
6	Audio Visual Adapter Cables	For use by VSC visiting speakers, tutors, SVO and staff	1	\$ 104.26	104
7	VIZIO S3820-W C0 Speaker	For use by VSC visiting speakers, tutors, SVO and staff	1	\$ 212.88	213
8	CAC Reader	For active duty students to access GoArmy.ed	1	\$ 50.00	50
9	HP NQ576AT Speaker Bar	For PDC VSC student veteran use	1	\$ 30.00	30
10	Jaws Professional Version 14	For PDC VSC student veteran use	1	\$ 1,095.00	1,095
11	SMA on Jaws Professional	For PDC VSC student veteran use	1	\$ 650.00	650
12	Wynn Reader Version 7.0	For PDC VSC student veteran use	1	\$ 350.00	350
13	Sma on Wynn Reader	For PDC VSC student veteran use	1	\$ 120.00	120
14					0
15					0
Total Project					14,491
Taxes					1,196
Shipping (Type cost of shipping in here)					\$15,687

Grand Total

CONTACT INFORMATION
 University Unit Campus Division Student Affairs
 Coyote ID 000047033 Claudia Estrada (909)537-3253
 Student Organization Name

AMOUNT REQUESTED
 \$60454.00

PROPOSAL INFORMATION
 Project Title: Distance Learning Career Development Access
 Project Abstract: General

The Career Center (main campus) facilitates career development workshops for all CSUSB Students and Alumni as well as those at the Palm Desert campus (PDC). Students and Alumni at the PDC campus currently have access to only one part-time career counselor therefore still highly depend on the services offered at the main campus. The Career Center could become more accessible to the PDC if it was equipped with the technology to offer distance learning workshops in its training lab where all workshops are facilitated. The need for distance learning accessibility for students at the PDC continues to grow. Students and Alumni at both campuses have the opportunity to attend various career workshops such as RASumA@Writing, Interview Skills, Finding Internships That Pay, Job Search, and Digital Dirt. Unfortunately it is often difficult for PDC students to make the commute to the main campus for a workshop. Our workshops teach students how to prepare themselves for career opportunities in internship and job markets. One of our learning objectives is to teach students how to create professional rASumA@s that stand out. After completing a workshop, students have the option to upload electronic rASumA@s to our CareerLaunch job board under the æerASumA@ booksâ database, instantly increasing their visibility and engagement to career opportunities. Giving students access to laptop and smart tablet technology during workshops at both career centers will facilitate the application of the information students learn in the workshops.

How many students will be impacted annually? 10,000

What are your intended Process Outcomes and/or Student Learning Outcomes?

1. Students will develop and/or demonstrate skills and abilities that contribute to career readiness such as rASumA@ writing. Students will electronically access opportunities to make meaningful connections with employers. 2. Students will learn to develop themselves professionally giving them access to internships and career opportunities by demonstrating their career readiness. Career Center staff will be equipped to deliver high quality workshops remotely to the students at the palm desert campus.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

1. Workshop attendance (at both campuses), CareerLaunch log-ins, number of students who upload electronic rASumA@s to their CareerLaunch account, electronic Career Portfolios that will include various career objectives such as; cover letters, rASumA@s, virtual mock interviews, and LinkedIn profiles. 2. Workshop satisfaction surveys.

PROJECT TIMELINE
 Start Date (MM/DD/YYYY) 7/14/2014 12:00:00AM End Date (MM/DD/YYYY) 6/20/2015 12:00:00AM First Quarter of Student Use Fall 2014

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

Diane Kovalsky, Career Counselor at the Palm Desert Campus is in support of assisting in scheduling distance learning rooms at the extension campus that will televise live workshops given at the main campus Career Center. As the Delta Epsilon Iota Honor Society (DEI), California State University of San Bernardino (CSUSB) chapter advisor, Iâ€™m writing this letter in full support for the request for technology in all career center workshops, including access to students at the Palm Desert Campus, through distance learning technology. This will benefit DEI and CSUSB student population and will allow us to utilize technology in the workshops enhancing our ability to connect further with career opportunities. As a student organization, we utilize technology access such as laptops and smart tablets to achieve the aforementioned. Sarai Maldonado, MBA Career Counselor CSUSB, DEI Chapter Advisor. As one of the executive directors and founders of the Medical and Pre-Health Student Society at California State University, San Bernardino, Iâ€™m writing this letter in full support for this proposal for technology to be used for all career center workshops provided to students at both the San Bernardino and Palm Desert campus. The technologies requested will provide the opportunity to all students, including those invested in our organization, with the benefit of enhancing their career possibilities through the ability to connect further with the career center. Regards, Anthony Menacho, CSUSB Student Executive Director and Co-Founder, Medical and Pre-Health Student Society

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
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BUDGET FILE LINK
http://surveyjizmorezponceuploads.s3.amazonaws.com/fileuploads/196359/1498670/55-639014e868cc032fa1cc5699aeb30e0b_SVTI+Budget+DL+Career+Dev+Access.xlsx



SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS

HARDWARE/SOFTWARE/APPLICATIONS

Project Name:

Date:

Year:

Requester:

CSUSB UNIT

Division

Department:

Matching funds \$

Taxes %

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Technical Equipment	Cisco Quick Set HD C20 Codec	1	\$6,778.20	\$6,778
2	Technical Equipment	Composite to HDMI Converter	1	\$ 159.95	160
3	Technical Equipment	HDMI to Composite Converter	1	\$ 79.95	80
4					0
5					0
6	Technical Equipment	MacBooks	25	\$ 1,516.92	37,923
7	Technical Equipment	Mini Ipads	25	\$ 458.14	11,454
8	Technical Equipment	Fiat Panel 60"	1	\$ 1,899.00	1,899
9	Furniture for Technical Equi.	Adjustable Height Stand	1	\$ 159.99	160
10	Furniture for Technical Equi.	Lock and Key Storage Cabinets	3	\$ 499.99	1,500
11					0
12	Technical Equipment Set Up	Instalation (one time)	1	\$ 500.00	500
13					0
14					0
15					0
Total Project					60,454
Taxes					0
Shipping (Type cost of shipping in here) ----->					0
Grand Total					\$60,454

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name:

Date:

Year:

Requester:

CSUSB UNIT:

Division:

Department:

Matching funds: \$

Taxes %:

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	Technical Equipment	Cisco Quick Set HD C20 Codec	1	\$6,778.20	\$6,778
2	Technical Equipment	Composite to HDMI Converter	1	\$ 159.95	160
3	Technical Equipment	HDMI to Composite Converter	1	\$ 79.95	80
4					0
5					0
6	Technical Equipment	MacBooks	25	\$ 1,516.92	37,923
7	Technical Equipment	Mini Ipads	25	\$ 458.14	11,454
8	Technical Equipment	Fiat Panel 60"	1	\$ 1,899.00	1,899
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10	Furniture for Technical Equi.	Lock and Key Storage Cabinets	3	\$ 499.99	1,500
11					0
12	Technical Equipment Set Up	Instalation (one time)	1	\$ 500.00	500
13					0
14					0
15					0
Total Project					60,454
Taxes					0
Shipping (Type cost of shipping in here) ----->					0
Grand Total					\$60,454

CONTACT INFORMATION
University Unit Campus Division Academic Affairs College of Natural Sciences
CoVote ID 004809450 Anaela Horner (909)537-5597
Student Organization Name

AMOUNT REQUESTED \$73902.00
PROPOSAL INFORMATION
Project Title: 3D Morphology Visualization and Analysis Lab
Project Abstract College

We request money for a 3D printer, a laser 3D scanner, and graphic design computers equipped with software to visualize, manipulate, and enhance 3D anatomical data. 3D visualization is of particular benefit to Biology teaching labs, as these tools can reveal hidden structures at increased magnification, facilitating better understanding of anatomical structures not easily visible in specimens or photos. Using 3D printing provides an innovative pedagogical tool benefiting a variety of training needs, including anatomy and physiology labs, and graduate student research in plant and animal morphology. We anticipate utilizing these technologies to provide students with materials they can interact with outside of lab, and potentially construct themselves. The 3D technologies will be used in teaching laboratories of various courses, including those with the largest enrollment: Biology of Organisms, Human Anatomy & Physiology, Human Physiology, and at least eight other upper-level anatomy and physiology laboratory courses. When not used for teaching purposes, the equipment will be used in the research laboratories of Drs. Horner, Owerkowicz, Sumida, Polcyn, and Skillman. At least 1000 CSUSB students will have the opportunity to interact with 3D models each year. The acquisition of these materials will allow the Biology Department to develop truly innovative teaching modules, and enhance the current laboratory material with no additional course costs to the students. 3D visualization and modeling is currently at the cutting edge of biomedical research, and incorporation of 3D tools in teaching plant, animal and human physiology will place CSUSB at the forefront of biology education.

How many students will be impacted annually? 1,000

What are your intended Process Outcomes and/or Student Learning Outcomes?

Broad aims: The use of 3D datasets in teaching laboratories will enhance students' learning experiences by allowing interaction with the anatomy in different media, and promote understanding rather than rote memorization of material. Additionally, one of the challenges we face in teaching laboratories is maximizing the efficacy of the time spent in lab; implementation of 3D media would allow students to study the material in novel ways outside of lab, and off-campus. By incorporating 3D media (such as pdfs or printed models of anatomical structures) into teaching laboratories, students will be able to: - Understand complicated or hard-to-see anatomy in better detail - Get more access to anatomy outside of set laboratory times, thus improving performance - Appreciate anatomical variation in structures Graduate-student specific outcomes: Graduate students using the lab will be able to generate 3D media of their own, either to enhance understanding of a particular morphological structure, or to enhance their own pedagogical methodologies while teaching in labs. Additionally, because many of our graduate students engage in morphology-driven questions, this analysis lab will be of great value to students needing to measure and analyze specimens such as fossils, soft tissue structures, and plants. Being familiar with 3D technologies is of the utmost value in today's biomedical fields, and giving our Biology graduate and advanced undergraduate students the ability to learn and develop their own 3D analytic techniques will grant them a much-needed competitive edge.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

We will measure outcomes in both teaching laboratories and research laboratories by the following: - Student surveys to be administered at the same time as SOTES that will ask students if they learned material better with 3D pdfs and models and if they were more likely to engage with this material than with dissections or book material. - We will track grade performances on laboratory tests, and test if individuals performed better when presented with additional 3D materials. - We will track the usage of the computer lab by users in the Biology Department, including faculty, graduate students, and undergraduate researchers. - We will survey graduate students about how important the 3D Lab was/is to their success and training at CSUSB.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 9/1/2014 12:00:00AM **End Date (MM/DD/YYYY)** 8/31/2015 12:00:00AM **First Quarter of Student Use** Spring 2015

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

1. To Whom It May Concern, As President of the CSUSB's Pre-medical Chapter of AMSA, I would like to offer my enthusiastic support for the Vital Technology Initiative application by Drs Horner, Owerkowicz and Sumida to fund equipment and software purchase for the 3D Morphology Visualization and Analysis Lab (3D MVAL) in the Biology department. Many local universities and community colleges provide their pre-health students with anatomical kits for individual study at home. Such kits are a very useful learning tool for students studying anatomy and physiology, as seeing and touching specimens in 3D allows a much deeper understanding of the subject matter than seeing 2D illustrations in a textbook. Currently, the CSUSB Biology department does not provide such a service, because acquisition of a sufficient number of kits from commercial vendors is prohibitively expensive. CSUSB students are, therefore, restricted to studying anatomical models during weekly lab exercises, or rely on their instructors' generosity to provide lab access outside of regularly scheduled lab times. Establishment of the 3DMVAL on the CSUSB campus would allow the Biology department to start an in-house production of course-appropriate anatomical kits and allow fee-free rentals by enrolled students. The 3DMVAL would also allow the department to quickly and cheaply produce replacement parts for any pieces missing from each kit, instead of purchasing a whole new kit from the vendor. Having taken human anatomy and physiology courses at CSUSB, and having worked as a teaching fellow in the lower division Human A&P class, I can vouch that these rental kits will be extremely useful in a number of courses popular with pre-health students, specifically Human Anatomy and Physiology (Biology 223&224, 323, and 324). I can also envisage the kits having a major educational application in other courses (Biology 342, 424, 524, 555). Thus, the proposed 3D MVAL will have immediate impact on the way anatomy is taught, and should improve the success rate in student learning outcomes. With the continuous success of the Annual Pre-Health Conference held at CSUSB and over 85 active members in AMSA, it is quite apparent that there are a great number of pre-health students on this campus. The proposal to establish 3D MVAL on campus would be a tremendous resource to this significant portion of CSUSB student population. I urge you to support it. Sincerely, Talin Nercissian, CSUSB Class of 2014 President, CSUSB AMSA Chapter 2. To Whom It May Concern, As President of the Biology Club at CSUSB, I want to advocate for funding the Vital Technology Initiative proposal by Drs Horner, Owerkowicz and Sumida. Their application proposes to establish the 3D Morphology Visualization and Analysis Lab (3D MVAL) in the Biology department. Having consulted on this matter with my board and club members, I believe the 3D MVAL has the potential to be a fantastic resource for all current and future biology students. Most upper-level biology classes have a significant laboratory component. This makes the CSUSB Biology degree unique among most local four-year colleges, where labs are often taken separately from lecture courses. Admittedly, the quality of laboratory exercises at CSUSB could use some improvements. Chronic lack of adequate financial support for lab supplies has meant that some educational tools are past their prime, and some are lacking. Some courses required for the Bachelor of Science degree (specifically, animal and plant morphology and physiology) do not have sufficient numbers of anatomic models for students to study. While original specimens are always preferred, these are not always available to the entire the class. Alternatively, commercially purchased models can be very expensive. The 3D MVAL would allow the department to equip the labs with scaled models of various organisms, digital designs for which are freely available online. Imagine students in Biology of Chordates allowing studying the elephant skeleton conveniently scaled down to the size of a cat's. Or students in Plant Physiology studying structure and function of xylem and phloem cells, using models scaled up for ease of handling. In these courses alone, the number of students whose learning success could be dramatically improved is almost 200 per year. The number of types of models that can be produced by the 3D MVAL is virtually unlimited. If you consider production of models for human-oriented upper division classes, almost 250 students every year would see a better quality lab instruction. If models are introduced into the entry-level biology classes (Biology 200-202), approximately 1000+ students would benefit. This Vital Technology Initiative application has the strongest support of the CSUSB Biology Club. Sean Ganther CSUSB Class of 2015 President, Lambda Sigma Biology Club 3. The proposed equipment represents an exciting addition to our ever-changing toolkit we employ in the teaching of our undergraduate students with career goals in nursing, physical therapy, medicine, veterinary medicine, and myriad other health-related fields. If there is one thing constant about the field of physiology and anatomy (hence the requirements for teaching physiology and anatomy), it is change. Technological advances occur at lightening pace, and students entering health-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 and in the training of our graduate students. The proposal outlined by Drs. Owerkowicz, Horner, and Sumida promises to be of key use in all of our anatomy and morphology-related labs, whether plant, human, or animal. Additionally, the technologies proposed will be of broad utility to our graduate students investigating morphology-related questions, including students in the Skillman, Williams, Chao, and Metcalf labs in addition to the applicants' labs. 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, so I'm sure that the 3D printer and 3D analysis lab will be very effectively put to use in a wide range of applications in a number of courses. Given that this equipment will significantly enhance the education of well over 1000 students in health-related fields, I think the bang for the buck is obvious. If funded, our department will make sure to allocate space for this exciting resource. David Polcyn, Chair, Biology (dpolcyn@csusb.edu)

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
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BUDGET FILE LINK

http://surveygizmoreponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/53-50663683ad6d9b40abc842f11765a653_3D+MVAL+budget.xlsx

College of Natural Sciences
Dept. of Biology
Angela Horner, Tomasz Owerkowicz, and Stuart Sumida

3D Morphology and Visualization and Analysis Lab

Item	Number	Unit price	Subtotal
Makerbot Z18	1	6500	6500
filament spool	100	48	4800
3D scanner	1	4000	4000
3D scanner software	1	3000	3000
desktop computer	3	10000	30000
AMIRA 3D software	3	5500	16500

+ State Tax

64800

70632

CONTACT INFORMATION

University Unit Campus Division
 Covote ID 000012414 Robert

Academic Affairs
 Garcia

909-537-5449

College of Education

Student Organization Name**AMOUNT REQUESTED**

\$37559.00

Proposal Category

College

PROPOSAL INFORMATION**Project Title: Clinical & Assistive Technology Enhancement / Expansion for Graduate Programs****Project Abstract**

The College of Education submits the "Technology Enhancement and Expansion for Graduate and Doctoral Students Project" for review and consideration. The scope of the project is to purchase 15 HP Probook Laptops, 4 HP Workstations, 1 32" Display Monitor, 1 Mino Personal Amplifier, 4 BrainTrain Licenses, and Assistive Technology Accessories. Vital Technology funding will be used in conjunction with a \$25,000.00 assistive technology grant from the College of Education to enhance graduate students' knowledge of assistive technology in collaboration with local school districts (K-12) and community members. The funding will allow the College to expand research and clinical skill development for graduate and doctoral students and offer improved access to equipment for students with disabilities, including students who are veterans. The focus of this project will be to enhance and expand the knowledge and use of assistive technology in a wide variety of settings in which COE graduate students become employed (e.g., school districts, community agencies, community college, services to students with disability settings, universities, independent living centers, veteran's centers, etc.). The additional technology from this grant coupled with the COE AT grant will enhance the graduate students' clinical skills in conducting assessments and in providing clinical interventions in a supervised lab setting under academic supervision. The addition of this technology will increase the number of practicum and internship opportunities for graduate students at CSUSB.

How many students will be impacted annually?

275

What are your intended Process Outcomes and/or Student Learning 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 which graduates need to be competitive in the today's job market. The project will help increase the use of assistive technology for students at CSUSB, K-12 as well as members of the community who have low vision. In addition, this project will allow us to expand services to our student population with special needs, as well as veterans. The project will assist the College of Education in further supporting K-12 students in the community by enhancing our collaboration with local school districts, community agencies and related partners.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

Through the development of research projects, submission of IRB applications, completion of research projects, presentations, and publication of research results. By enhanced skill development in clinical case management (K-12) across the graduate and doctoral programs in the College of Education. By the number of students with special needs served. Service requests logged by technical staff.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 8/1/2014 12:00:00AM

End Date (MM/DD/YYYY) 6/15/2015 12:00:00AM

First Quarter of Student Use Fall 2014

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

The NRCA Student Chapter is thrilled to voice its support in favor of the Institute for Research, Assessment and Professional Development plans to enhance its capacity to further serve its consumers at its Cal State San Bernardino University location. We in the Student Chapter of the National Rehabilitation Counseling Association (SNCRCA) look forward to the opportunity to enhance our skills by means of the technical opportunities this grant will provide our 65 plus student members in our club. Gaining Real World hands-on experience in the academic setting of our graduate studies program will enrich our academic foray as students in the College of Education. This equipment will provide us, in our interactive learning environment, the opportunity to serve our future clients with the most modern technology available to our profession here within the halls of the College of Education campus. An added value aspect of this new technology is that with our Clinical Skill Development will get a head start on our professional careers while still under the mentorship of our professors. Best Regards, Alysia Webb Vice-President Student Chapter National Rehabilitation Counseling Association - Southern California Chapter California State University "San Bernardino March 17, 2014 RE: College of Education Vital Technology Grant Proposal To Whom It May Concern: I am writing this letter with enthusiastic support for the College of Education Vital Technology Grant proposal entitled, Clinical & Assistive Technology Enhancement/Expansion for Graduate Programs. The Department of Educational Psychology and Counseling (EPC) houses faculty and courses in several different programs whose students could benefit greatly from this technology expansion in the College of Education via professional development as well as providing services directly to clients, P-12 students, and the institutions that serve them. The programs and faculty in EPC that will benefit directly include, Rehabilitation Counseling, School Psychology, Counseling and Guidance, Special Education teacher preparation, Multiple Subjects teacher preparation, and Single Subjects teacher preparation. The proposal will provide opportunities for students to gain hands-on experience with not only how to use technology including supporting individual needs. Students will have the opportunity to learn the nuances for teaching users how to derive educational as well as quality of life benefit from the technology. In addition, to the benefit of having access to a wide range of technology for teaching, the proposal affords the opportunity to serve the community by providing thorough and comprehensive assistive technology assessment resulting in meaningful recommendations. The opportunities to research the applications of various assistive and clinical technologies will greatly benefit our students by providing a platform for Master's degree theses or projects as well as Doctoral dissertations. If I can provide any additional information regarding the benefits and opportunities of the proposed vital technology grant, please contact me by e-mail at jsylva@csusb.edu or by phone at (909) 537-5628. Sincerely, Judith Sylva Judith Sylva, Ph.D. Interim Chair, Department of Educational Psychology and Counseling

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

Source	Amount	Source	Amount
Collece of Education	25,000.00		

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/34-56b45e97bf19349e5cf8a1126c7ddb4_Vital_Budget_2014_Clinical_Assistive_Tech_Enhancement_Expansion_for_Grad_Progs.xls

SVTI - STUDENT VITAL TECHNOLOGY INITIATIVE 2014 - 2015 PROPOSALS



HARDWARE/SOFTWARE/APPLICATIONS

Project Name: Academic & Assistive Technology Enhancement / Expansion for Graduate Program
 Date: 3/17/2014

CSUSB UNIT College of Education
 Division Academic Affairs
 Department: Educational Psychology & Counseling

Year: 2014 - 2015

Requester: Robert Garcia / Connie McReynolds

Matching funds \$ 25,000.00

Taxes % 8.25

HARDWARE/SOFTWARE/APPLICATIONS

Line	Item	Description/Justification	Qty.	Unit Cost/Rate	Total
1	HP Probok Laptops	Laptops for mobile computer lab / student check out	15	\$ 750.00	\$11,250
2	Laptop Storage Cases	Storage cases for laptops	3	\$ 500.00	1,500
3	HP Workstations	Computer workstations for BrainTrain Software	4	\$ 1,000.00	4,000
4	HP SB 21.5" LED LCD Display	Large monitors for use with assistive software	2	\$ 120.00	240
5	32" Display	Extra Large monitor for students with severe vision	1	\$ 350.00	350
6	Logitech Keyboard & Mouse	Keyboards & mice for laptop systems	10	\$ 25.00	250
7	HP Color LaserJet	Color printer for computer lab	1	\$ 325.62	326
8	Recycling Fee (monitors)	Recycling fees for laptops monitors - Required	19	\$ 3.00	57
9	Recycling Fee (laptops)	Recycling fees for laptops - Required	19	\$ 4.00	76
10	HP OfficeJet Pro	Network printer for student workrooms	1	\$ 750.00	750
11	Mino Personal Amplifier	Assitive devices for students with hearing impairments	1	\$ 210.00	210
12	Complete BrainTrain Systems	Training system software for program assessments	4	\$ 3,500.00	14,000
13	Data Jack Installation	additional data jacks for computer lab	4	\$ 400.00	1,600
14					0
15					0
Total Project					34,609
Taxes					2,855
Shipping (Type cost of shipping in here)					95
Grand Total					\$37,559

CONTACT INFORMATION

University Unit Campus Division Academic Affairs Collee of Arts and Letters
Coyote ID 000111994 Todd Johnson 909-537-5866

Student Organization Name**AMOUNT REQUESTED**

\$43217.73

Proposal Category

Collee

PROPOSAL INFORMATION**Project Title:** Upgrade Music Computer Lab**Project Abstract**

The Music Department proposes a complete hardware and software upgrade for its 18-station computer lab. The VTI will fund hardware and the department will fund software. The upgrade will allow major improvements in student learning for music theory courses. That seven-quarter course sequence significantly challenges music majors and minors since it's their first encounter with music as an academic subject. Currently students cannot easily practice required skills because the lab's electronic pianos cannot connect to computer workstations and workstations cannot support the necessary software. The upgrade will significantly enhance music technology coursework, allowing the department to offer certification in Pro Tools, industry standard software for recording and editing digital audio. Technology courses will incorporate two levels of free Pro-Tools certification for students, and four levels of instruction will be offered to the public via special workshops. Certification will substantially enhance students' knowledge of Pro-Tools, boosting job prospects after graduation, and workshop fees will provide a revenue stream for sustainability of the lab. The upgrade will support a new music technology course required of music majors beginning in 2014-15. The course will provide foundational knowledge critical to students' career success, especially instruction in notation software currently not possible in the lab. It will also provide a needed extension in pitch range for piano courses. The lab's current pianos are well short of a full piano's range. Piano, theory, and technology courses, open to all CSUSB students, annually enroll 380. The new technology course in 2014-15 will add another 30.

How many students will be impacted annually? 410**What are your intended Process Outcomes and/or Student Learning Outcomes?**

1. Process Outcome: Students in music theory courses will make substantial use of hardware and software for outside-of-class study and drill. 2. Learning Outcome: Students will more quickly and thoroughly master music theory knowledge. 3. Learning Outcome: Substantial numbers of students will earn Pro Tools certification using lab resources.

What measures will you or evidence will you collect to determine whether the intended outcomes have been achieved?

1. Logs of students' use of the lab will record use by at least 75% of students enrolled in music theory coursework for 2014-15. 2a. Survey for comparison of music theory learning experiences by students who took music theory courses before and after lab upgrade. 2b. Survey of music theory tutor and faculty for qualitative assessment of improved student learning. 3. At least 75% of students enrolled in MUS 267 Introduction to Studio Recording Techniques course will earn "Pro Tools 101" certification, and 75% of MUS 427 Advanced Studio Recording Techniques students will earn "Pro Tools 110" certification.

PROJECT TIMELINE

Start Date (MM/DD/YYYY) 9/25/2014 12:00:00AM **End Date (MM/DD/YYYY)** 6/19/2015 12:00:00AM **First Quarter of Student Use** Fall 2014

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

-- Joint statement from music theory course instructors, Stacey Fraser and Rebecca Tomlinson: Our students at CSUSB would greatly benefit from an upgrade to our computer lab, digital interfaces and electronic pianos. Our current students enrolled in the

MATCHING FUNDS OR RESOURCES ALLOCATED TO PROJECT

<u>Source</u>	<u>Amount</u>	<u>Source</u>	<u>Amount</u>
Music Department	10,713.30		

BUDGET FILE LINK

http://surveygizmoresponseuploads.s3.amazonaws.com/fileuploads/196359/1498670/12-2aa4d1e988ace83ffb1acc0feab6cad8_Vital_Budget_Music_Dept_2014.xls