## Academic Affairs Division
### FY 12-13
### One time CMC Initiative Requests

<table>
<thead>
<tr>
<th>Requester</th>
<th>Title</th>
<th>Amount</th>
<th>Funding for</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ODI</td>
<td>Inclusive Excellence Development Grants</td>
<td>$30,000</td>
<td>Consultants, student peer-mentors, Faculty release time, Faculty summer funding stipends</td>
</tr>
<tr>
<td>2 CNRS</td>
<td>Professional Advisor for Wildlife and Env. Science</td>
<td>$35,000</td>
<td>One advisor salary and benefits</td>
</tr>
<tr>
<td>3 IRP</td>
<td>Student Performance Early Warning</td>
<td>$65,000</td>
<td>Monitoring student performance and creating early warning measures.</td>
</tr>
<tr>
<td>4 CAHSS-CNRS</td>
<td>Resource Management &amp; Training</td>
<td>$43,000</td>
<td>Develop resource inventory and track related training.</td>
</tr>
<tr>
<td>5 ITS</td>
<td>Equipment Refresh</td>
<td>$151,000</td>
<td>Refresh of variety of equipment classes</td>
</tr>
<tr>
<td>6 CIP</td>
<td>Various proposals</td>
<td>$24,600</td>
<td>China website, international marketing, Indonesia connections</td>
</tr>
<tr>
<td>7 ITS-DEE-Library</td>
<td>One-year trial Lynda.com membership</td>
<td>$40,612</td>
<td>One-year trial Lynda.com membership for HSU</td>
</tr>
</tbody>
</table>

**Total:** $389,212
DRAFT – Call for Proposals

Inclusive Excellence Development Grants

Deadline: November 30, 2012

Purpose

The Inclusive Excellence Development Grants are designed to help support efforts that are purposed towards addressing issues of (in)equity in educational outcomes within individual academic programs/departments, towards the larger goal of supporting inclusive student success at the program level. These grants will be awarded at the academic program or department level, and are designed to support programs in addressing the issues and reaching the goals that are identified within each program’s diversity plan. Examples of activities funded by these grants are proposals that aim to:

I. **Address issues of inequity in course success:** Proposals may focus on the design and implementation of subject content and/or pedagogical reforms that support equity in course success in particular courses.

II. **Address inequities in student retention and graduation within the program**

III. **Integrate diverse perspectives across the curriculum:** Proposals may focus either on pedagogical reforms or subject content reforms that aim to more fully incorporate diverse perspectives into the curriculum.

IV. **Address inequities in student enrollment within the program**

Categories of Funding

1. **Expenses** associated with implementing initiatives purposed towards the above objectives (such expenses might include, for example, the hiring of students as peer mentors for a course-based or major-based peer mentoring program; expenses associated with bringing in an off-campus consultant to work with department faculty on redesigning a particular course; and any other such related expenses)

2. **Release-time** or **summer funding stipends** for individual faculty members for Spring 2013, Summer 2013, or Fall 2013 that is purposed towards achieving the program/department goals in one of the following areas:
   a. To design and implement subject content and/or pedagogical reforms that support equity in course success in particular courses and/or that aim to better incorporate diverse perspectives into the curriculum.
   b. To implement initiatives within the program that are purposed towards one or more of the above objectives.

3. **Travel** necessary to support any of the objectives above.

Application guidelines

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1 Release time is funded at the vacant rate of $1,657 per WTU, with benefits paid at 32%. If approved for funding, release time requests must be approved and signed by your department chair and dean prior to finalizing the grant award.

2 [STILL TO DETERMINE the details here, will consult w/ APS on amount/guidelines]
All proposals for Inclusive Excellence Development Grants must include:

1. A description of how the proposed project addresses the issues and goals that are identified within the program’s diversity plan (submitted through the most recent program review/annual review process);

2. A description of plans for assessment and evaluation of the project’s impact on the issues noted above;

3. A brief timeline of activities;

4. A budget outlining estimated costs;

5. Plans for presenting the results of the project to the campus community

6. Applications that include travel costs must specifically state how the proposed travel supports one or more of the three grant objectives outlined above.

Award recipients must submit a brief report on the use of their award to the Office of Diversity and Inclusion prior to the close of the semester in which the project is completed.
Bob,

Below is a bulleted outline of our proposed plan for the temp hire for the professional adviser in Wildlife and ESM. Let me know if you would like more information. I’d like to move on the emergency hire early next week, if possible, so we can start training. --sas

- We'd Do an immediate emergency hire for SSP IA. Unit 4 emergency hires can only work for 60 days; we'd conduct a search during this time with the emergency hire in place; we understand that this is a one-time position.
  - We have Gilly Black, Ph.D. in mind; she is Jeff Black's partner, holds a Ph.D. in ecology, is interested (and we'd likely save on benefits)
- Training would be from Wildlife and ESM chairs and the Dean's office; we'd work with the Advising Center, as well, in the training.
- This would be a full-time, 10-month temporary position
  - We estimate there are approximately 200 frosh + sophomores in Wildlife and approximately 150 of the same in ESM
  - ESM advising will be limited to students in ENVS and the Interpretation option in EMP with the possibility of adding two additional ESM options next term, as needed.
  - Advising will be limited to Frosh and Sophomores; all Jr, Sr. and transfer advising will be with the departments
- Adviser will work with this population of students on course scheduling
  - Adviser will do both group and individual advising
  - Adviser will employ a more flexible work schedule in consultation with the Dean
    - May include some days with a delayed start time (e.g., 9:00 or 10:00) and continue into the evening
    - One or more days a week may be held in the dorm area, pending arrangements with Housing
  - Adviser will keep an Excel spreadsheet that logs each advising meeting
    - Log will include students, name, ID, major
    - Log will summarize problems, if they exist
    - Log will summarize adviser recommendations
  - Adviser must have excellent time management and people skills.
  - CNRS will provide office space and computer access
  - Adviser will report to DNRS Dean
  - Adviser will evaluate the student DARS report and develop 4 yr plans for Sophomore students, (at least)
    - Adviser will carefully track student grades for milestone courses designated in each major and take early intervention measures when appropriate, in consultation with department faculty
    - Adviser will, together with the student, create a personalized semester-by-semester graduation plan and carefully track each student's progress, noting when the student deviates from the plan and taking corrective action.
REQUESTER / SPONSOR INFORMATION

Requester: MH Swank (for Early Warning Comm.) Ext 5204 E-mail: melinda.haynes.swank@humboldt.edu
Sponsor: Peg Blake Ext 3361 E-mail: peg.blake@humboldt.edu

A statement of sponsor support should accompany all project requests and must be received by the proposal deadline.

PROJECT INFORMATION

Title: Early Warning System for Student Intervention
Level: Campus-wide Type: New Application

Purpose

An inability to quickly detect signals of academic difficulty to provide an intervention for students who might not be performing to the best of their abilities. Our existing Early Warning system takes the form of a Mid-Semester Student Evaluation process which relies on paper and pencil student-evaluations, which are distributed to faculty by campus mail. Once completed, the forms are sent to the EOP office for redistribution to the various advising programs that provide student intervention. Students currently targeted for inclusion are limited to those affiliated with Special Programs (Athletics, EOP, ITEPP, INRSEP, SDRC, Veterans Affairs) or who are on academic probation (Learning Center). Approximately 1500-1700 students are identified each semester for inclusion in this effort, with approximately 9,000 - 10,000 individual evaluations requested from 500 faculty (20:1 ratio, evaluation to faculty).

The problem of the reliance on a paper and pencil process is inefficient, labor intensive, and delays communications to the extent that it nullifies much of the potential gains possible in an Early Warning system. Due to the manual nature of our current process, it is impossible to conceive of extending the service to a wider audience of at-risk students, leaving large segments of our students without any intervention.

The system affects students, faculty and staff in student service provider departments

The impact of which is significant delays in providing the needed intervention for students. In addition, the lack of automation could cause a continued decline in the faculty participation. Prior to the emergence of technology as an everyday practice, faculty participation was consistently at 75%; current participation has fallen to 45%. Campuses that have implemented early warning systems report significant increases in faculty participation and notable student improvements in student retention. We believe the need for an Early Warning system at HSU is urgent to improving the success of our students.

While not yet a Chancellor's Office mandate, a recently released study by the Chancellor's office notes: "One of the goals of the CSU Graduation Initiative is to identify variables that influence student retention and graduation. Once these variables have been identified at the campus and system level, the next step is to translate these into actions that will presumably increase a student's chance at academic success. The interest in Early Warning systems by the campuses is a first step in realizing this very important goal." [CSU Campus Early Warning Systems, May 17, 2012]

Implementation of an Early Warning system would enable early identification of students' who are at risk based on their status or academic performance. This allows HSU to respond early and often, guiding students through appropriate corrective actions designed to help them succeed. The successful Early Warning solution provides such features as:

- Flexible and multiple target population options, e.g. by class level, and/or academic standing, and/or program affiliation, and/or course / instructor.
- Ability to customize the content of message notifications to the desired audience.

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* Automated notification and recommended action based on pre-established criteria
* Multiple methods of contact, including email and text messaging
* Easy to navigate and with streamlined data entry requirements for referrals
* Centralized recordkeeping of communication, contact, progress and outcomes providing easy reference of student contact and history as well as quantifying efforts and outcomes.
* Predictive models based on data mined from integrated systems, like PeopleSoft or Moodle
* Compatibility with campus single sign-on for access via the myHumboldt portal.

The successful vendor will offer a strong background in Early Warning solutions, allowing HSU to gain from their experience in implementing a solution on our campus.

(1) Continue to use the manual mid-semester evaluation process. This process is inefficient, comes with significant delays, limited participation and is not scalable.

(2) Automate the mid-semester evaluation process. While this option might provide increased efficiencies and participation, it still solves only part of the problem.

(3) Researched customized applications in use at other campuses, including Northern Arizona University, Arizona State University, University of Alabama, Grays Harbor College and Elizabethtown College - all known for or having presented at conferences attended by Jyoti Rawal & Jacqueline Nagatsuka. While these schools are experiencing success, their custom development would not be as readily adapted to our systems as solutions on the market today and would lack the consultative experience we hope to gain from an outside provider.

(4) Researched third-party solutions. The committee created a Request for Information (RFI) detailing the functionality and services we expect from an Early Warning solution and received responses from all six vendors that were sent the RFI: GradesFirst, Hobsons EMT Retain, STEAR, Connect EDU, MAPWorks and CampusLabs. Responses are under review by the Early Warning System committee with next steps being on-campus demonstrations and request for quotes. We plan to continue the product evaluation process during the ITS project prioritization process.

Alignment with Strategic Objectives

This project meets all of the Strategic Objectives for student success: (1) increasing graduation rates (2) decreasing time to degree and (3) closing the achievement gap as well as the objective of improving efficiency of business operations and services. We believe the importance of

Deadline Date

Aug 1, 2013  Hard Deadline [ ]

We propose this solution be ready for use in the Fall 2013 semester. Implementation timelines from responding vendors range from 1 to 6 months. Project planning will provide for an appropriate schedule of product selection, installation, configuration and training with consideration given to departments and faculty that are off campus during the summer and will require training in early August.

Deadline Reason

Considerations / Dependencies

Product selection process must be completed.

This project will require campus-wide participation including College Deans, Associate Deans, faculty, Vice Provost, Student Affairs, Institutional Research, student service provider departments such as Athletics, EOP, INRSEP, ITEPP, SDRC, Veterans Affairs, Learning Center, Academic/Career Advising, ITS programmer, Moodle specialist, security analyst, system administrator and project management.

Resources

We anticipate at least a moderate level of training, although solutions are being strongly evaluated for their simplicity. Given these potential training needs, this project may require assistance from an HR Training specialist.

Estimate (Hard Costs Only)

Initial $33,000  On-going $32,000  Funding Available Yes [ ] No [ ]

Costs vary widely depending on the proposed solution and we are not yet at the stage of formal pricing quotes from proposed vendors. RFI responses reflected initial cost estimates for year 1 ranging from $15,000 to $63,000 plus travel expenses. Ongoing annual licensing estimates range.

Explanation of Estimates
From $15,000 to $57,000. For project proposal purposes, we have referenced the average of all proposed implementation and license estimates, not including travel expenses.

**Affected System / Module**

PeopleSoft Portal, PeopleSoft HCM, Moodle, CAS Single Sign-on

**Other**

A copy of the RFI distributed to vendors is attached to this project proposal.

Members of the Early Warning System workgroup:

- Peg Blake, VP Student Affairs
- Jena' Burges, Vice Provost

Dan Saveliff, Director EOP / Student Support Services

Jacqueline Nagatsuka, Director Institutional Research

Jyoti Rawal, Director Academic/Career Advising and Associate Dean of Retention

Su Karl, Director Learning Center

Tom Trepiak, Associate Director Athletics

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# ITS PROJECT REQUEST

**Request Date:** Oct 12, 2012

## REQUERER / SPONSOR INFORMATION

<table>
<thead>
<tr>
<th>Requester</th>
<th>Ext</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony Baker</td>
<td>3232</td>
<td><a href="mailto:anthony.baker@humboldt.edu">anthony.baker@humboldt.edu</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Ext</th>
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<tbody>
<tr>
<td>Steve Smith</td>
<td>5475</td>
<td><a href="mailto:steven.smith@humboldt.edu">steven.smith@humboldt.edu</a></td>
</tr>
</tbody>
</table>

A statement of sponsor support should accompany all project requests and must be received by the proposal deadline.

## PROJECT INFORMATION

**Title:** Resource management and training

**Level:** Campus-wide

**Type:** Customize

**Application**

**Purpose**

This is a proposal for the development or acquisition of a software interface to track resource inventory and use while incorporating an integrated training documentation system.

This system should include:

- a common user interface.
- provisions for Departmental level tracking of critical minor equipment, supplies and chemicals, non-capital and capital equipment.
- provisions for automatic resource permissions as well as assigned permissions at the Departmental level.
- a mechanism to use current, and previous student enrollment data for the purpose of resource allocation and to determine training "prerequisites".
- provisions for Departmental flexibility to make adjustments to data according to day to day operational and efficiency needs.
- a mechanism to apply fines to resource users for resource usage, breakage or theft.
- provisions for Departmental tracking of facilities usage.
- a mechanism to link training requirements from the Injury, Illness and Prevention Plan (IIPP) to specific resources at the time of resource allocation.
- a mechanism to ensure training updates as needed according to the IIPP.
- a mechanism for students, staff and faculty to review resources for which they are responsible, charges they may have incurred, and training records.
- a mechanism to review data collected and produce useful reports for tracking, training records, billing, emergency response, as required for campus, CSU, county, state and federal regulatory agencies, for the purpose of advancement and grant related activities.

**The problem of**

This project would have a direct impact on students, staff and faculty.

**affects**

This system should ensure:

- accountability for resources and supplies at all levels of operation
- availability of resources needed to advance students to graduation and develop and maintain faculty research programs
- ongoing, real time operational and performance metrics
- regular resource maintenance, and replacement
- reduced operational costs
- improved security for high risk resources
- improved student access to resources
- improved student, staff and faculty access to practical and appropriate resource training
- improved student, staff and faculty safety in all areas
- fulfillment of requirements detailed in the campus Injury Illness and Prevention Plan (IIPP)

This system would be useful for the following:

- students could obtain written documentation indicating those resources for which they have received training.
- the University can identify high use resources to target for gift giving requests or the advancement of facilities or programs.
- researchers could produce reports to granting agencies detailing usage metrics including resources used, number of students served, etc.

**the impact of which is**

**a successful solution would be**

Develop a practical system to track inventory and integrate training.

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Numerous areas have developed checkout systems both on paper and in software databases, while others have dedicated software packages for managing transactions. Most Departments compile training records in paper form and/or in spreadsheets. Developing a database in Access or other database programs may be effective but integration to the many existing systems may be cumbersome.

This proposal aligns well with the current strategic objectives in addition to addressing the need for improved safety at all levels.

The foundation of this proposal is based on a completed inventory of resources and the identification of usage permissions and training components. The scale of this inventory is very large and the determination of associated training will take some time.

Completed inventory of equipment, chemicals and supplies to be included. Ideally barcodes would be assigned to all items or categories of resources defined. Facilities would have to be identified and permissions designated. Training categories would have to be developed (i.e. office, laboratory, shop, equipment specific, etc.) and assigned to appropriate resources. Levels of implementation or phases would have to be determined.

We have the support of multiple areas including the Forestry Stockroom, Wildlife Stockroom, Art, Biology, Chemistry Stockroom, NR Stockroom, ITEPP. PO has acknowledged support for at least the training component of this proposal. We have received critical input on this proposal from the above areas, the ITS Project Office and the following individuals:

- Plant Operations: Silas Biggins, Rosemary Smith, and Yvonne Jolley
- Asset Management: Tawny Fleming
- Art: Nicole Hill
- ITEPP: Marlette Grant Jackson
- Chemistry: Michelle Dosta
- Environmental Health and Safety: Tom Manoli

All campus Departments could benefit from this proposal. This proposal will take some programmer assistance to implement and maintain.

<table>
<thead>
<tr>
<th>Initial</th>
<th>On-going</th>
<th>Funding Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35,000</td>
<td>$8,000</td>
<td>Yes □ No ✓</td>
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</table>

Expected costs estimated based on potentially modifying the current system in Media Services, programmer time, annual fees, etc. Modification or addition to this existing system may not be necessary which could reduce expected costs.

Current resource systems on campus, particularly local databases functioning in Excel, Access and Helix. This would also impact systems in Asset management, People Soft finance and possibly People Soft HRM.

For most departments, tracking resources like equipment, supplies, chemicals and facilities usage is a challenge. The necessity to keep training records for resources with potential hazards only adds to the workload. Numerous areas have developed checkout systems both on paper and in software databases, while others have dedicated software packages for managing transactions. Most Departments compile training records in paper form and/or in spreadsheets. In order to streamline and link these processes, we are proposing the development or purchase of software system that could ideally be incorporated into existing enterprise software.

Inventory control.

Equipment. Having an enterprise integrated, accessible system for Department users to process capitalized and non-capitalized equipment including movements, surveys, off campus usage, etc. would increase efficiency and help with compliance of University and State Property Procedures as detailed at:


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default.htm

In addition, this system would be an effective mechanism to track those critical items less than $500 which require tracking at the departmental level. Tighter inventory control at this level would help reduce loss and ensure minor equipment and supplies are properly accounted for and replaced.

Chemicals. Having a system to track chemicals would improve our reporting abilities to regulatory agencies, provide tighter security of hazardous materials and during emergency or disaster response.

Training.

Linking inventory control to training will improve the ability of departments to be in compliance with the Campus Injury and Illness Prevention plan as instated by Executive Memoranda: P04-01 Implementation of Campus Injury and Illness Prevention Program and found at http://www.humboldt.edu/ehos/docs/HSU-IIP.pdf. As part of the plan:

"All workers, including managers and supervisors, shall have training and instruction on general and job-specific safety and health practices. Training and instruction is provided: Whenever new substances, processes, procedures or equipment are introduced to the workplace and represent a new hazard;"

As a piece of equipment, facilities use, or a chemical is assigned for use to a student, staff or faculty member, verbal or written training can be acknowledged in the system. This could fulfill the legal requirement for documented training and record keeping at the time of equipment or chemical checkout or prior to the assignment of a workstation, office or facility.
## Lottery Dollar Proposal - 2012/13
### Refresh of Smart Classroom Equipment

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very old pc's</strong> (these pc's aren't capable of running Windows 7, and so will be problematic once XP reaches end of life in about a year; they require 8.5 minute boot-up times (really!), which creates problems when faculty only have ten minutes between classes to get set up)</td>
<td>38</td>
<td><strong>data projectors</strong> (over 5 years old - can't project contemporary screen resolutions; bulbs expensive and of short life)</td>
<td>18</td>
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<tr>
<td>2004/2006 purchase date</td>
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<td><strong>smart classrooms</strong></td>
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<td>2007 purchase date</td>
<td>2</td>
<td><strong>interdisciplinary labs</strong></td>
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<tr>
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<td><strong>Total count</strong></td>
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<tr>
<td>price per</td>
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<td><strong>Total cost</strong></td>
<td><strong>$25,305</strong></td>
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<td><strong>control switches</strong> (old equipment requires manual switching from computer to VCR, etc; newer controls automatically sense and are therefore easier for faculty to manage while teaching)</td>
<td>24</td>
<td><strong>Document cameras</strong> (have only 22 in 72 Smart Classrooms; display 3 dimensional items, not just paper [therefore more useful than overhead projectors])</td>
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<tr>
<td>2006 purchase date</td>
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<td>propose to increase</td>
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<td><strong>console/podium</strong> 2006 era; don't accommodate flat screen monitors neatly; not ADA compliant; worn includes shelving, monitor arm, etc.</td>
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Grand Total **$151,230**
Initiative Funding
Request for Consideration
Center for International Programs

Basis of request as it relates to the goals and strategies of the University’s Enrollment Management Plan

Primary Goal:
Increase the enrollment of international students at Humboldt State University

Strategies related to this request:

Strategies:

1. Development of high quality promotion materials to support a variety of different approaches and initiatives in support of international student recruitment.
2. Develop country specific recruitment plans based upon available data of the student population.
3. Develop pathways for international students to come to HSU.
4. Build a network of recruitment agencies in multiple countries to send individual students to HSU.

Initiative funding request

1) The cost of setting up HSU’s website in Chinese, per the signed contract with China Education International (CEI), is $10,000 for set-up and $2,000 a year, over the term of the five year contract, maintenance and updating. CIP has received an invoice from CEI for $12,000.

Funding from the one-time initiative is requested to support the website set-up and first year maintenance in the amount of $12,000. CIP will pay the cost of the maintenance for the next four years, in the amount of $2,000 per year or a total of $8,000.

HSU’s China website: [http://china.humboldt.edu/](http://china.humboldt.edu/) Note: the website is still being improved and needs editing.

2) Funds in the amount of $5,000 are requested to support the printing and shipping of international recruitment materials to recruitment agencies in multiple countries. A portion of the materials to be shipped include promotion items from the e-brochure. As a result, the requested funds will leverage HSU’s investment in quality recruitment materials for an international audience.

Note: the dissemination of these materials does not include China, as items will be printed and shared from HSU’s China office.

3) The Center for International Programs has established a country representative in Indonesia. For a cost of $2,200, the representative will partner HSU with an Indonesian University for the purpose of 2+2 degrees and other opportunities. Services include introducing HSU and its profile to prospective partner universities approved by HSU, support for the articulation process including translations, arranging and supporting visits of HSU representatives in Indonesia as it relates to the partnerships. CIP is requesting funds to develop three university relationships for a cost of $6,600. The country representative will have minimal in country travel costs for an estimate of $1,000 total for the three partnerships. Total funds requested for this initiative is $7,600. The $7,600 requested is to be considered “seed money” as the financial incentive for the country representative is commission based.

Total funds requested for these three initiatives are $24,600.
COLLABORATIVE PROVOST INITIATIVE FUNDING PROPOSAL
October 12, 2012

INITIATIVE FUNDING REQUEST: Harnessing Technology to Teach Technology: HSU campus Lynda.com Online Training Library® enterprise license online tutorials subscription for one calendar year, funded by the Office of Academic Affairs.

COST: $40,612 (4.52/FTE) for a one calendar year HSU campus-wide subscription reflects a 5% vendor discount. The cost is $45.12 per person at the Assessment Measure Adoption Rate of 10% (900 users) based on currently enrolled students, faculty, and staff.

Individual Lynda.com accounts are $25 per month, $250 per year for access to the training without exercise files, and $375 per year with exercise files. At the lesser annual cost, 9000 individual accounts (HSU FTE) would cost $2,250,000 per year. The HSU $40,612 discounted subscription represents savings of over 98% over individual accounts.

COLLABORATORS: Dr. Alex Hwu, AVP Distance and Extended Education, Anna Kircher, CIO, Dr. Ed Nuhfer, Director of Educational Effectiveness, Teresa Grenot, Dean, University Library.

GOALS:
- Deliver effective training to campus community in using both common and specialty software at a cost well below funding individual, per topic training
- Free the time of faculty in applicable disciplines from the need to teach use of common software
- Reduce faculty time now being consumed in learning new software on their own
- Contribute to student success by providing just-in-time software use training 24/7 to students at the level of their individual needs
- Remove barriers to use of technology with which one has no prior or limited experience

TIMELINE: One calendar year subscription which can be activated by October 31, 2012 if approved for funding by October 19, 2012, per Anna Kircher, CIO. Per Anna, the Lynda.com online training tool can be activated and made ready to authenticate HSU users through the HSU portal within a short period.

REASONING: WHY Lynda.com for HSU now? The online tutorials offer 24/7, flexible access and self-paced learning to engage students with over 1,500 courses including multimedia and Internet searching, in support of HSU curriculum, digital literacy, presentation skill building, and the campus priorities of using new instructional approaches and course transformation.

A subscription offers online video tutorial training for our HSU user communities at a fraction of the cost of commercial training and on a personalized, 24/7 basis. The Lynda.com tutorials are complementary to and extend HSU Human Resources Training. Further savings lie in diversion of faculty time to train themselves and students in use of software and other courses, and the advantage that the tutorials are divided into task-specific modules that allow faculty to easily incorporate specific and relevant modules into their course plans.
The training software has proven successful in thousands of cases in both universities and major corporations. The infinite patience and self-pacing accommodation inherent in iterative instructional software supports flexible learning, varied curricula, and individual learning initiative across academic and professional settings.

The basic and intermediate levels available in the software allow the training to reach students at the level of what students already know. Students value "real-world relevance" and the tutorials are used in a number of Fortune 500 companies, which provides both immediate incentive and an avenue to life-long learning beyond graduation.

The online tutorials support learning for mobile users with mobile site and iPhone and iPad app and feature streaming video and course histories that sync across devices. Aligning with emerging technologies and careers, Lynda.com continues to update and expand the tutorials to include the latest versions of software.

For accessibility, Lynda.com offers a searchable index and many tutorials include closed-captioned transcripts. Every new course published is closed captioned and the closed captioning is usually released about two weeks after publishing and Lynda.com intends to have all courses completely closed captioned.

According to a recent 2012 EDUCAUSE/ECAR study (Undergraduate Students and Information Technology, http://net.educause.edu/ir/library/pdf/ERS1208/ERS1208.pdf page 22), technology training and skill development is more important to students than new, more, or "better" technology. ITS supports a subscription to Lynda.com as a means of offering training for both basic and advanced computer literacy skills to our student and employee communities. This method encourages self-navigational learning and professional development, and can contribute to student retention by offering students resources that support their academic success. Its modular format allows learners to focus on the material they need, and its high quality encourages time on task.

Campuses that employ Lynda.com are overwhelmingly positive about its benefits. CSU campuses with a current Lynda.com subscription include: CSU Los Angeles and CSU Fullerton full subscriptions; CSU Northridge offer access for staff and faculty access only and is deliberating about full student, faculty and staff access in 2013. CSU schools with a version of the subscription include: CSU Channel Islands, CSU Eastbay, CSU Fresno, CSU Long Beach, CSU Monterey Bay, Cal Poly Pomona, Cal Poly San Luis Obispo, CSU Sacramento, and CSU San Bernardino.

At CSU Fullerton, ~20% of the CSU Fullerton user base accessed Lynda.com training materials in the first year (~6,000 users) and the most accessed training tutorials were Microsoft Excel, Access, Java, Moodle, Creative Suite 5, and SQL Server. At CSU Fullerton, strongest faculty support is from Art and Journalism faculty who rely on it for their students to learn the Adobe
products and Final Cut Pro. These faculty no longer teach the software basics during class time, but assign students to use the Lynda.com online tutorials outside of class.

Courses with high usage at CSU campuses include new multimedia applications. Lynda.com online tutorials include Internet searching; MS Excel; Statistics in Excel; Ancestry.com (for genealogy research); Google Docs; Google Analytics; Creating a Responsive Web Design; Choosing Web fonts; SPSS Statistics Essential Training, and more.

**BENEFITS:** A full subscription assists HSU in developing and sustaining a culture of learning through support achieved by appropriate use of technology. Appropriate use of automated technology for training frees faculty to focus on educating rather than on training, and frees class time for discussion, active learning, and mentoring students to higher level thinking.

**DISSEMINATION, ASSESSMENT & OUTCOMES:**

Our examination of use at other campuses informs us that achieving successful return on investment involves elevating awareness of users and making access easily visible and convenient.

Collaboratively, we intend to go beyond what most campuses have done to heighten awareness, and, the subscription site will be featured in demonstrations to faculty, staff training, and student orientations.

The HSU Lynda.com Project collaborators will work together to disseminate information, raise awareness, and encourage adoption and active integration of the subscription into faculty teaching, student orientations, and staff training, in addition to articles in campus newspapers and the HSU Alumni magazine to maximize the benefits of access and use.

As a key dissemination strategy, we will coordinate with the campus to highlight Lynda.com as an enriching feature in the upcoming HSU Portal for Faculty and Staff currently in design, facilitated by the ease of the same single sign-on technology that our HSU Portal uses.

Dissemination and outreach will also include: the Institute for Student Success Sessions, including the January 13, 2013 ISS; college meetings, per Deans’ support; New Faculty weekly luncheons; Librarian Liaisons outreach, ITS Web site and Moodle Training Sessions for faculty: “How to embed a Lynda.com module into your course in support of course transformation”; University Library Research Help Desk, library instruction and orientation sessions, Library-HSU RAMP training, and University Library Web site; President’s Brown Bag Luncheon session; ‘Lunch and Learn’ seminar series (CSU Fullerton-based seminar series format); Office of Research and Sponsored Programs information sharing; Associated Students meeting presentation; Center for Educational Effectiveness; Distance and Extended Education Office outreach, including outreach by Instructional Design Technologists.
COLLABORATIVE PROVOST INITIATIVE FUNDING PROPOSAL
October 12, 2012

The Director of Educational Effectiveness, as faculty developer, will create a "syllabus help sheet" much like the one he constructed for CSU Channel Islands that saves faculty time in preparing syllabi by including links to HSU student support services. It will include wording regarding system mandated or University Senate mandated policies required in syllabi, and the campus link to Lynda.com with an explanation of what the features and benefits.

In support of Distance and Education students, faculty can embed links to Lynda.com into Moodle courses, and all students, will be able to connect directly to specific training modules without having to log in to Lynda.com and navigate to a specific module.

The software collects relevant assessment data, and our proposed subscription includes administrative reports featuring use data including courses taken; courses most frequently taken; courses completed; courses most frequently completed; time spent on courses. Assessment will include online surveys of faculty, students, staff, colleges, and departments via LDAP in order to learn what skills were developed and what kinds of projects drove the needs for these skills.

The courses also feature Certificates of Completion that can be earned per course. At this time, we do not know whether HSU users will opt to achieve the learning confined to their just-in-time needs or opt to complete the certificate. At the end of the first year, we will know whether it proves desirable to encourage completion or to simply encourage using the training as needed. If it appears that Certificates of Completion are desirable for certain courses, offices, or programs, then completions may become a second assessable benchmark.

A modest measurable outcome we have set is an initial 10% adoption rate by all HSU users (900 students, faculty, and staff within the assessed year subscription period). It is anticipated HSU can surpass this rate through the above dissemination and outreach actions.

As collaborators from the areas of Educational Effectiveness, Distance and Extended Education, ITS, and the University Library, we collectively support a HSU Lynda.com online tutorials subscription because it increases equitable, inclusive, and flexible access to digital literacy skill building, software training, and effective Internet searching to improve student learning and engagement, educator development, and staff professional development.

Thank you for your review and consideration.